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ABSTRACT

This guide is a compilation of methods, strategies, and skills which were teacher developed and proven by research to be effective when incorporated into state compensatory education programs. Its purpose is to ensure the success of all students by helping them to succeed in the regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills. Part of this process must include developing and maintaining a sense of self worth and value. The guide contains sections dealing with: advanced thinking skills; computer assisted instruction; cooperative learning; coordination of instruction; diagnosing student needs; dialogue journals; English as a Second Language; family involvement; journal writing; learning styles; motivation to learn; primary language instruction; questioning strategies; tutoring; and whole language. The school practices outlined will contribute to successful outcomes in the classroom, the school, and the program. (LL)

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For Teachers

"Teachers have been treated as the problem
of school reform for 20 years;
isn't it time they were recognized as the solution?"

Carl D. Glickman

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Introduction

"Unfortunately, the last to be considered in the educational heirarchy is the classroom teacher and what she needs to assist the learner."

Edward A. deAvila

Introduction

The teacher-pupil relationship is the heart of education. As a teacher, you are charged with the responsibility of translating research and theory into practice with a unique group of individuals, each of whom has arrived in your classroom bringing varied experiences to the learning environment that you provide.

The experiences you bring to your classroom are as varied as those of your students. You have developed your own effective practices that work for you and facilitate learning.

All over the world, teachers like you are developing new strategies to use with their students. Researchers are comparing these strategies to each other and to old strategies that may or may not have proven effective. Everyone in education is searching for answers; methods and strategies that work. This continual search for effective methods provides new ways of teaching the students of today.

An analysis of the research points to a restructuring of our understanding of how knowledge is acquired. "According to traditional assumptions, children acquire knowledge and moral values by internalizing them from the environment. However, Jean Piaget and his collaborators amply demonstrated with more than 60 years of research that children acquire knowledge and moral values by constructing them from the inside, in interaction with the environment, rather than by internalizing them directly from the environment." With this fundamental change in how we view learning, we want to move away from compensating for what we have in the past viewed as a deficiency in students' backgrounds toward complementing the internal drive to learn that all children possess and at the same time recognizing their unique and rich cultural heritage.

This guide is a compilation of methods, strategies and skills which were teacher developed and proven by research to be effective with all students, and especially those students whose success in school has not been adequately assured through traditional education.

We have selected those fundamental attributes which are consistently present across many studies. The sections which follow present effective school practices which, when incorporated within the state compensatory program, will contribute to successful outcomes in the classroom, the school, and the program.

This guide is one way that we can support you in the important work that you do. Your time and energy are valuable, and the less time you have to spend looking for effective practices, the more time you will have to do what you do best, and that is teaching. Ultimately, we want what you want, effective programs appropriate for all students.

Kamii, Constance, Kamii, Mieko. "Why Achievement Testing Should Stop." *Achievement Testing in the Early Grades.* Washington, D.C., National Association for the Education of Young Children, 1990.

Purpose

"As teachers, we need to extend 'All students can learn' to include 'and I can teach them'."

Roberta Young
Secondary Language Arts Coordinator
Spring Branch Independent School District

Purpose

Experience during the 25 years since compensatory education was initiated has led us away from the attitude that some students have deficiencies which must be "compensated for" toward the attitude that all students possess an amazing array of strengths we can build on. Our goal has not changed; it is still to ensure the success of all students by helping them to succeed in the regular school program, attain grade-level proficiency, and improve achievement in basic and more advanced skills. Part of this process must include developing and maintaining a sense of self worth and value. Research has documented that effective schools do make a difference in the achievement of all students, and that on-level instruction is critical for success regardless of students' initial performance levels. Higher expectations for student performance which accompany on-level instruction will also positively affect school success. We are moving from low expectations which result in low performance, to high expectations for high student performance.

This guide is a tool for your use in adding to your already extensive repertoire of strategies you have found to be successful. It is not finished and never will be, for it is to be used and re-used, added to and pulled apart, only to be re-written in a new way. We hope to see it dog-eared, coffee stained and written in as you find other strategies and ideas to include.

We submit it to you, the teacher, to initiate dialogue and to use as a starting place for your ideas and ours to develop and grow into more and better strategies for use with all students.

As more research is reported, we will be incorporating it into this guide. We also hope that you will use the form found on the back page to send us your comments; what you like, what worked, and what you would change. We want to include your successes in future editions and acknowledge you, the teacher, for your contribution to the success of all students.

Advanced Thinking Skills

"Increasing amounts of research show that mastery of any subject depends on students' possession of certain prerequisite cognitive abilities. For example, if students do not spontaneously analyze, compare, and infer, they will never master the skill of decoding. More drill and practice would prove to be little help."

Arthur L. Costa

Advanced Thinking Skills

Although there is no general concensus on an exact definition for "higher order" or "advanced thinking skills" the law authorizing compensatory education, P.L. 100-297, provides a functional description. It states: "The term 'more advanced skills' means skills including reasoning, analysis, interpretation, problem-solving and decision making as they relate to the particular subjects in which instruction is provided under programs supported by this chapter." Educators in the compensatory education program believe that all students possess thinking skills and those skills can be improved. To develop these advanced skills, direct instruction, modeling, and practice are required in all subject areas.

What It Looks Like

Wherever you look in a classroom implementing advanced thinking skills, you see children actively engaged in thinking processes. The room may be a buzz of conversation as children collaborate with each other or the teacher. It may be quiet as they write, draw, read or silently contemplate alternative solutions.

Teachers are engaged with the students modeling thinking skills. They help students "walk through" the process of predicting, drawing conclusions and determining results. They ask open-ended questions such as "why" "what is next" and "how."

Furnishings and displays in the classroom cultivate an environment for creative thinking. Printed teacher and student-made posters and charts are arranged to correlate with the teacher's lesson plans. In the improvised media center, projectors, tape players/recorders and manipulative objects are producing sound and projecting images—adding other dimensions to stimulate creative and higher level thinking patterns.

The walls are filled with print—samples of the students' written assignments, boldly lettered labels, messages, brightly printed posters—all selected to interest and encourage involvement. Semantic webs, mailboxes, and other examples of the students' own writing are prominently displayed. Original and unique, each item represents student creativity, problem solving and critical thinking. In addition to the space reserved for categories and story charts, a bulletin board filled with stimulating art work, printed articles and quotations dominates one end of the classroom. Many of the items were brought into the classroom by students—another example of their extended interest in their classroom activities.

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Most students can be easily seen or heard engaged in skill building activities. Some are sitting quietly in obvious thought. Both the noise and the silence are characteristic of creative thinking.

A group of students is noisily working in pairs as they snip and paste magazine cut-outs onto poster boards. They are creating and illustrating their conclusions to a taped open-ended adventure they reviewed earlier in the media center.

Other students, in collaboration with the teacher, are working on a group writing project. They are brainstorming, researching and reporting their findings. Some are drawing and writing independently; some are silently contemplating alternative solutions. The teacher is modeling new skills as she joins the students in their activities. Switching to her facilitator role, she guides the students to recognize their own skills and knowledge and to apply them to the classroom activities. Her "why" and "how" questions follow the "what's" and "when's." A thoughtful and reflective person, she clearly enjoys giving the students the flexibility and challenge to make decisions in their learning process.

Many strategies have been developed to encourage students to practice higher level thinking. The following are descriptions of a few strategies that have been used successfully in the classroom:

1. Directed Reading—Thinking Activity (DRTA)

This strategy encourages students to become aware of their own thinking processes. They actively construct meaning from the text by drawing on their own experience and background knowledge. They learn to make predictions to confirm or reformulate their hypotheses and to support their judgement through reference to the text. The teacher functions as a facilitator, directing students to monitor their own thinking and to ask key questions. The three step DRTA process is as follows:

(1) Students set purposes to guide their reading. Calling on their own background and experience, they predict what might happen and discuss why they made these predictions. Teachers facilitate by asking open-ended questions such as "What do you think this story will be about?" "What do you think will happen next?" "Why?" They support children's use of prior knowledge, even if this leads to a divergent conclusion. They help children use pictures and other clues.

(2) Students read to confirm their predictions or to reconsider their hypotheses when given divergent information from the text. The teacher is facilitative: "What do you think now?"

(3) Students either confirm their predictions by reviewing specific sections of the text or demonstrating how they have formulated their hypotheses, again referring to the text. Teachers facilitate by asking "Why do you think—?" or "Can you find the part that made you think your prediction was correct?" ("or the part that lead you to believe your prediction was incorrect?") Teachers can identify stopping points in the reading and direct students to read only to this point so several cycles of the DRTA process can be repeated.

Teachers may also want to model this process of predicting, reading to confirm and proving while they are reading aloud to children.

EXAMPLE:

Child looks at picture and title of story.

Teacher:
What do you think this story will be about?

Student:
Two mice. They're fighting. One is a good one and one is a mean one. One of them will win.

Teacher:
Let's read silently to find out if you are right. Stop reading at the bottom of the page.

(student reads)

Teacher:
Were you right?

Student:
Yeah. Let's see, it says this mouse (points to text) is mean. He bit the other for no good reason.

Teacher:
What do you think will happen now?

Student:
The other mouse will bite back and they'll fight.

Teacher:
Read the next page and find out.

2. Semantic Mapping

Semantic Mapping, also called semantic webbing, is a way to visually connect information. It may be used in the classroom to demonstrate how pieces of information fit together. It is intended to increase both vocabulary and comprehension by providing a visual linkage to what the students already know about a concept or topic. This enables them to develop a conceptual framework for organizing their thoughts and information.

A Semantic Map typically starts with the key concept in the center. Details or related words or topics are written around the main word.

Although there may be a number of adaptations, the general steps involved in semantic mapping are the following:

a. Write the word or topic on a large chart or blackboard.

b. Ask the students to think of words or ideas that relate to the word or topic.

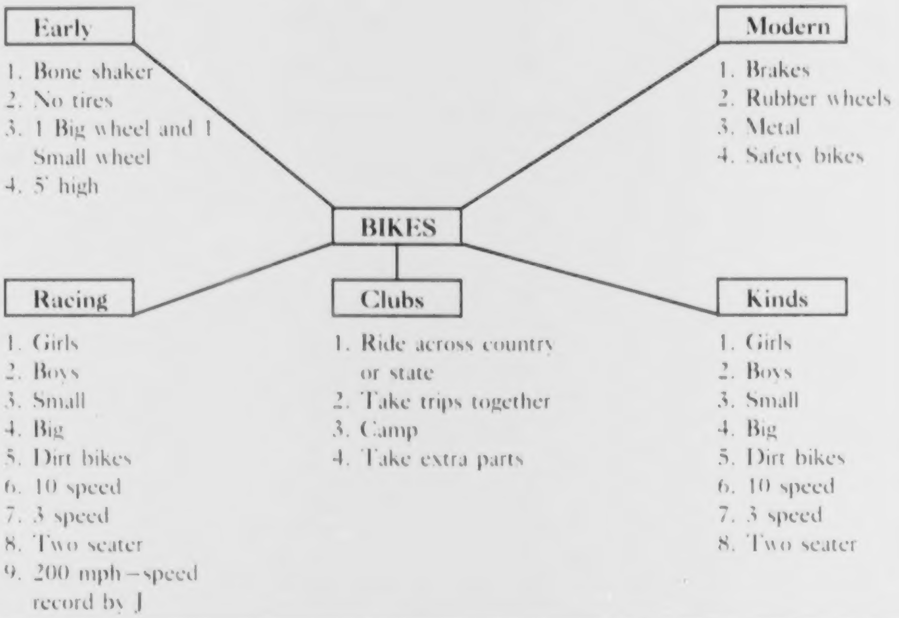
c. Divide the students into small groups so they can formulate their ideas in writing. When finished, re-assemble the students for a large group discussion and sharing of ideas to generate a class semantic map.

d. List ideas on the map in categories in order to organize the words in some logical fashion.

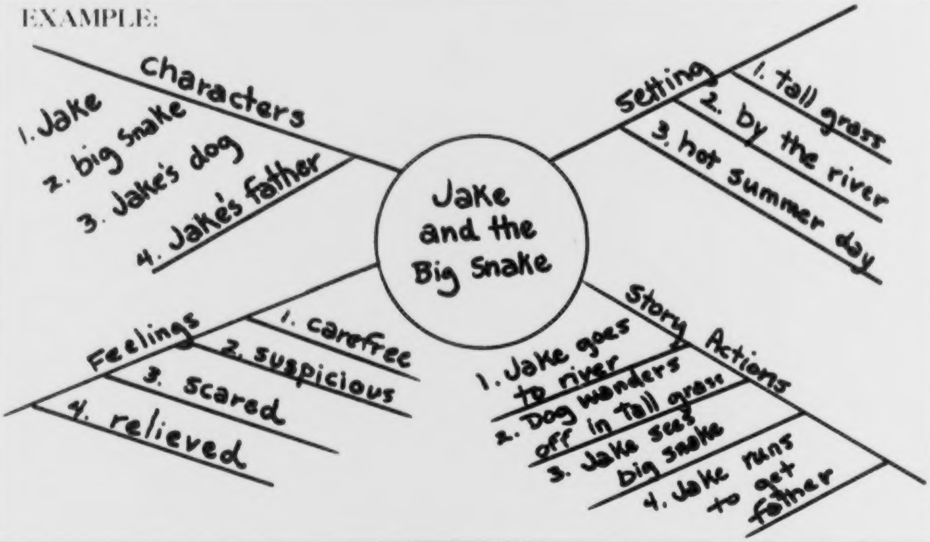
e. Discuss the map. This is the most important part of the activity. Students learn to see how words and ideas are related and how to find new meanings for words they already know.

A semantic map typically starts with the key concept in the center. Details or related words or topics are written around the main word. Semantic mapping may also be used to assist students to develop stories. The key concept can be the character, plot, or setting.

EXAMPLE:



EXAMPLE:



3. Character Writing

This strategy helps the students' reading comprehension through discussion of definitive characters and character development in a story.

Provide the students with a story to read that has distinctive character development, such as, *Amelia Bedelia* by Peggy Parrish, or the Mr./Miss books by Roger Hargreaves. Through discussion, draw out the attributes that make a character distinctive.

EXAMPLE:

"How is—different from everyone else in the story?"

"What would—do if faced with—(a particular situation)?"

"Describe—"

"What do the other characters in the story think of—?"

The whole group should brainstorm about what the character could do or be in another story. (This discussion is vital for student understanding and exploration of the character.)

As a group or individually, students should write another story, maintaining attributes of the character from the original story but with variations in plot, setting, etc. These stories may be written or taped and then transcribed.

You may wish to publish the stories written by the students and add them to the classroom library.

4. Problem Solving Activities

Advanced thinking skills in the content areas focus on developing students' informal knowledge and linking new information to that knowledge. Many children entering first grade can solve problems similar to the examples below and can also justify their problem solving strategies.

EXAMPLE:

1. Working with a small group of children, the teacher presents the problem.
2. Children independently or in groups solve the problem using their own methods.
3. Each child or group tells how they solved the problem and their answer.
4. The teacher assists the child to elaborate or refine the explanation of the process of solving the problem. This process can be used with more complicated problems as students' ability grows, and is an effective alternative to pages of computation.

Math problem solving activity:	Mary has nine toy cars in all. Six of her cars are red; the rest green. How many of Mary's cars are green?
Science problem solving activity:	Jesse and his family are going to plant a garden. What do they need to plant their garden?
Social Studies problem solving activity:	Tom's family is going to Dallas for summer vacation. What kinds of transportation could they use?

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5. Math--Writing and Thinking

This strategy uses writing to help students connect relevant ideas, to logically sequence those ideas, and to clarify meaning. The following is a way to integrate writing with math.

EXAMPLE:

1. The teacher provides a math lesson and checks for understanding, usually through a brief demonstration followed by practice.
2. Students are then asked to write letters to friends in other classrooms describing what they learned that day. Having a particular audience in mind often releases the students' more "natural" vocabularies and makes it easier for them to accomplish the task.
3. Before the actual writing begins the children are asked to recall words that the teacher used to explain the math concept. The teacher lists these words on the blackboard and assures the students that they are free to use any of the words as long as they explain in a clear way how to do the mathematical function.
4. The teacher "roams" the classroom while the students are working on their papers, pausing to ask probing questions or ask the students for clarification when necessary.
5. The students then edit their writing, correcting any errors in spelling, punctuation, capitalization, or paragraph structure. The corrected papers are then submitted to the teacher.
6. The teacher does a final proofreading and returns the letters to the students to recopy in their "best" handwriting, then forwards the completed letters to the friends.

Sample:

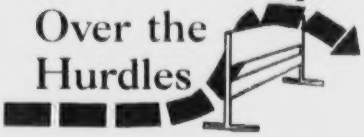
"Joe, today we learned about fractions. Fractions are parts of wholes. Why do we use them? Because everyday we have to figure out about parts of dollars or parts of other things like pieces of cake to split up. Do you understand what I mean? Let's say you have this problem: you want to divide a pie among your 8 friends. You need to know that 1 needs to be divided by 8 so that each person gets 1/8 of the pie. Fractions can be added or subtracted and even multiplied or divided just like other numbers. They are really important."

What the Literature Says

- Thinking skills are best implemented when integrated throughout the content areas. For reading programs, that means emphasizing the development of comprehension and integrating reading and writing. For math, it means emphasizing problem solving skills. In both cases, the implication for classrooms lies in the reduction of the use of drill and practice sheets.
- Helping students to develop thinking strategies requires extensive interaction between students and teachers. Thinking is enhanced when the teacher is actively involved and when students work cooperatively. Both of these factors should be taken into account in curriculum and instructional design.

- Emphasis on intentional, self-managed learning and strategies for thinking and deriving meaning leads to more effective basic skills instruction. This, in turn, provides a stronger base for higher order skills development in other disciplines.
- There are strong links between thinking skills and motivation to learn. Learning thinking skills is highly dependent on the student's interest, motivation, and prior knowledge.
- Thinking is driven and supported by knowledge in the form of specific facts and organizing principles. If you give your students more background, experience and practice, they will become better "advanced" thinkers.
- Students can be taught thinking skills. They can, for example, take a specific text and learn to generate multiple ideas and alternative viewpoints, summarize important points, skim the text, derive meaning from context and solve analogies and logic problems. They can also learn problem solving techniques, and detect logical reasoning fallacies.

How To Jump Over the Hurdles



- The biggest hurdle in teaching advanced skills is teacher attitude. It is important to recognize that compensatory education students can learn these skills. The best way to jump this hurdle is to try it; you will see for yourself how well it works.
- Finding the resources and time to let the students make decisions about their own learning is sometimes difficult. It takes imagination, patience, and "wait time" to encourage students to think for themselves and to make choices. It also takes time and energy to set up the classroom, find the literature, and incorporate new strategies into existing curricula. Consider gradually introducing effective thinking skills tactics in place of drill and practice sheets.
- Students who have been in compensatory education programs for several years may experience discomfort when confronted with open ended divergent responses. Spend time reassuring students that their opinions and ideas are valued. Encourage discussions and validate students' own life experience as they relate to open questions posed by you. Creating a safe, trusting environment will take time but is essential for students to take intellectual, learning risks.

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Summary of Thinking Skills

Level	Definition	Relation to Bloom Taxonomy
Recall	Most tasks require that students recognize or remember key facts, definitions, concepts, rules, and principles. Recall questions require students to repeat verbatim or to paraphrase given information. To recall information, students need most often to rehearse or practice it, and then to associate it with other, related concepts. The Bloom taxonomy levels of knowledge and comprehension are subsumed here, since verbatim repetition and translation into the student's own words represent acceptable evidence of learning and understanding.	Recall Comprehension
Analysis	In this operation, students divide a whole into component elements. Generally the part/whole relationships and the cause/effect relationships that characterize knowledge within subject domains are essential components of more complex tasks. The components can be the distinctive characteristics of objects or ideas, or the basic actions of procedures or events. This definition of analysis is the same as that in the Bloom taxonomy.	Analysis
Comparison	These tasks require students to recognize or explain similarities and differences. Simple comparisons require attention to one or a few very obvious attributes or component processes, while complex comparisons require identification of and differentiation among many attributes of component actions. This category relates to some of the skills in the Bloom level of analysis. The separate comparison category emphasizes the distinct information processing required when students go beyond breaking the whole into parts in order to compare similarities and differences.	Analysis
Inference	Both deductive and inductive reasoning fall in this category. In deductive tasks, students are given a generalization and are required to recognize or explain the evidence that relates to it. Applications of rules and "if-then" relationships require inference. In inductive tasks, students are given the evidence or details and are required to come up with the generalization. Hypothesizing, predicting, concluding, and synthesizing all require students to relate and integrate information. Inductive and deductive reasoning relate to the Bloom levels of application and synthesis. Application of a rule is one kind of deductive reasoning; synthesis, putting parts together to form a generalization, occurs in both inductive and deductive reasoning.	Application Synthesis
Evaluation	These tasks require students to judge quality, credibility, worth, or practicality. Generally we expect students to use established criteria and explain how these criteria are or are not met. The criteria might be established rules of evidence, logic, or shared values. Bloom's level of synthesis and evaluation are involved in this category. To evaluate, students must assemble and explain the inter-relationship of evidence and reasons in support of their conclusion (synthesis). Explanation of criteria for reaching a conclusion is unique to evaluate reasoning.	Synthesis Evaluation

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Examples of Higher-Order Reasoning Skills In Three Subject Domains

	Science	Social Studies	Literature
1. Analyze	Identify the components of process and the features of animate and inanimate objects	Analyze components or elements of an event	Identify components of literary, expository, and persuasive discourse
2. Compare	Compare the properties of objects or events	Compare causes and effects of separate events; compare social, political, economic, cultural, and geographic features	Compare meanings, themes, plots, characters, settings and reasons
3. Infer	Draw conclusions; make predictions; pose hypotheses, tests, and explanations	Predict, hypothesize, and conclude	Infer characters' motivation; infer cause and effect
4. Evaluate	Evaluate soundness and significance of findings	Evaluate credibility of arguments, decisions, and reports; evaluate significance	Evaluate form, believability, significance, completeness, and clarity

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Action Words:
Keys To Assessment

If you want to measure:	Use these key words in the exercise:	Illustration
Recall	define identify label list name repeat what when who	List the names of the main characters in the story.
Analysis	subdivide break down separate categorize sort	Break the story down into different parts.
Comparison	compare contrast relate differentiate distinguish	Compare themes of these two stories.
Inference	deduce predict infer speculate anticipate what if apply conclude	If I wanted to make this character more believable, how might I do it?
Evaluation	evaluate judge assess appraise defend argue recommend debate critique	Evaluate this story. Is it well written? Why or why not?

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Examples of Trigger Questions

Recall

Define the word ____________________.

What is a ____________________?

Label the following ____________________.

Identify the ____________________ in this ____________________.

Who did ____________________?

Analysis

What are the basic elements (ingredients) in a ____________________?

What is/are the functions of ____________________?

Inventory the parts of ____________________.

Categorize the ____________________ of ____________________.

Sort the ____________________.

What is the order of steps in ____________________.

Comparison

Compare the ____________________ before and after.

Contrast the ____________________ to the ____________________.

Differentiate between ____________________ and ____________________.

Inference

Hypothesize what will happen if ____________________.

Predict what would be true if ____________________.

Conclude what the result will be if ____________________.

What if ____________________ had happened instead?

Evaluation

What you would do if ____________________ happened.

Why? ____________________

Judge what would be the best way to solve the problem of ____________________.

Why did you select that solution? ____________________

Evaluate whether you would ____________________ or ____________________ in this situation.

Why? ____________________

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Computer Assisted Instruction

"Microcomputers per se will not promote particular outcomes. Their impact will depend not only on hardware and software, but on how they are used and on the educational context within which they are embedded."

Christopher Morton

Computer Assisted Instruction

The computer serves as a supplement to the classroom teacher by allowing more opportunity for individualized instruction, remediation and enrichment. Computer assisted instruction can greatly enhance the teacher's ability to teach students in a multi-sensory approach to learning.

Once computer literacy is in place, it is desirable for students to work independently or cooperatively with other students on the computer. It is essential that appropriate software be selected if the computer is to be an effective instructional tool. The effectiveness will also be enhanced by the teacher's computer knowledge and expertise.

What It Looks Like

Several microcomputers and printers are located in the elementary school computer laboratory which is organized around learning centers that include science, math and language arts computer programs. Student progress folders, programs and software are also maintained there. Boxes of diskettes are enclosed in containers.

Before the students left the classroom to go to the computer laboratory, the teacher explained the objectives of the lessons and gave instructions to the entire group.

Students are soon dispersed throughout the lab busily occupied in their individual or group activities. Two students in the language arts learning center, working in pairs, are seated at one of the computers using the word processor for a creative writing project. In a recent assignment, all the students read *The Velveteen Rabbit*. One of the students has typed his version of the story and comments directly into the word processor. Together the students edit the screen image and both suggest several revisions. The edited copies are printed and their teacher joins them for a review and discussion of the final version. Her earlier confidence had encouraged their collaboration, and now her positive comments support their own evaluation of their finished product.

The teacher moves on through the classroom, stopping to check progress and assisting the students as needed.

Nearby, in the math center, two students bring up mathematical word problems on the monitor. They view the problem diagram in the upper left portion of the screen with the goal posted at the top and center. One student responds quickly and selects the answer. The system provides immediate feedback. When necessary, the students can ask the system for help with definitions and appropriate concepts they need in order to solve the problem. The computer functions as their coach or their tutor, depending on the students' needs.

In another part of the lab, two students sit at their computer fascinated with the simulated development of a volcano. They observe the geological changes that occur in the earth while the volcano is forming and the events that lead to a volcanic eruption. This illustrated action combined with printed labels and audio commentary helps the students to comprehend and retain the information.

What the Literature Says

- Technology offers an opportunity for students to have academic privacy. The burden of peer pressure is lessened.
- Students are provided the opportunity to collaborate with peers in a non-competitive experience. Computer simulations afford students such opportunities in a non-threatening way.
- Computers can provide a multi-sensory approach to learning (text, graphics, video, audio). These alternatives to traditional instructional approaches provide variety for students.
- The computer can be programmed to be patient and non-judgemental. It can provide an instructional sequence that is tailored to the needs of the individual student.
- Individual differences in abilities and aptitudes can be accommodated. This can occur if learners have more control over pace, amount of practice, or style of instruction they receive. There is some evidence that increased control of the learning environment enhances feelings of self-efficacy and self-determination and helps learners take independent responsibility for their own learning and behavior.

How To Jump Over the Hurdles

- Explore different strategies for computer assisted instruction. Analyze the strengths and weaknesses of the program to be used.
- Be sure that a plan is in place that reflects the needs of the school and includes suggestions for integrating computers into the regular or modified curriculum and provide for program evaluation.
- Take implementation processes seriously. Resources without appropriate staff development will be of little value.

- Integrate computer assisted instruction into the existing curricula. Few programs rely on computer assisted instruction as the sole instructional methodology.
- Develop skill in software evaluation techniques. Learn attributes of exemplary software.
- Consider process evaluation of computer assisted instruction. Do not rely solely on statistical data.

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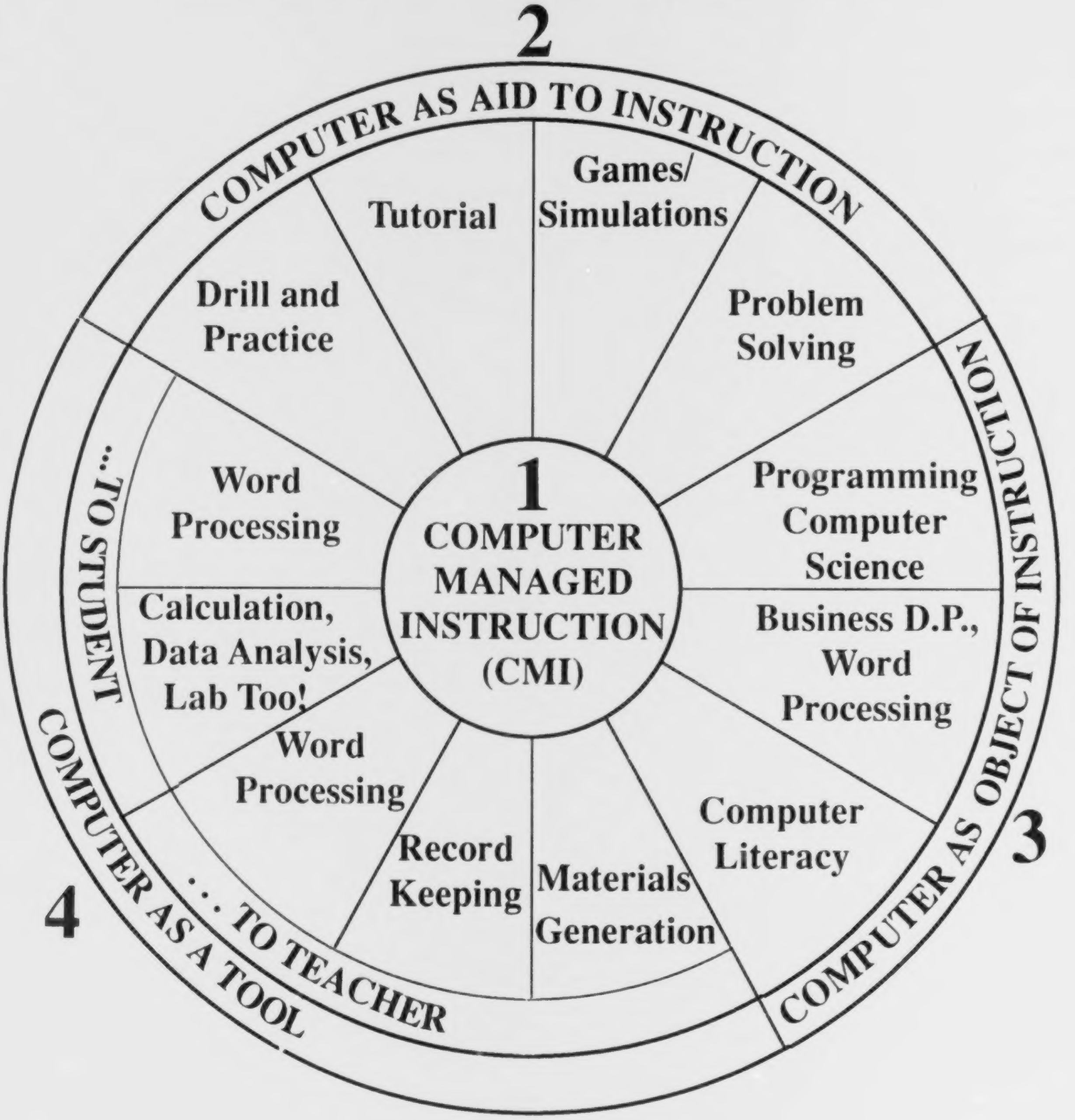
The Roles of the Computer in the Classroom


2
COMPUTER AS AID TO INSTRUCTION
Tutorial
Games/ Simulations
Drill and Practice
Problem Solving
1
COMPUTER MANAGED INSTRUCTION (CMI)
Programming Computer Science
Business D.P., Word Processing
Computer Literacy
3
COMPUTER AS OBJECT OF INSTRUCTION
Materials Generation
Record Keeping
Word Processing
Calculation, Data Analysis, Lab Too!
Word Processing
...TO STUDENT
. . . TO TEACHER
COMPUTER AS A TOOL
4

Cooperative Learning

"As society increases in complexity, skills of cooperative learning and group problem solving may well become increasingly important for individual and national success."

John Bransford and Nancy Vye

Cooperative Learning

"We're in this together," a motto associated with many successful athletic teams, now can be heard wherever cooperative learning is implemented. This teaching strategy carefully structures small groups of children working together to achieve an academic task or to acquire a collaborative skill, or both. In these cooperative situations each group member is needed in order for the entire group to succeed, which is a strong motivation for peer collaboration.

Cooperative learning provides opportunities for students of different abilities, skills, and experiences to collaborate successfully in group projects. The "togetherness" attitude of the group, coupled with the philosophy that mistakes are normal, natural, and necessary, creates a non-threatening environment where effective learning can take place. This strategy is used successfully in English as a second language (ESL) classes, special education, gifted/talented and regular education classes, as well as in athletic and business groups.

The three major approaches to cooperative learning are:

1. Learning Together, as presented by Johnson and Johnson, is a framework for applying cooperative learning in any subject area and any grade level. It places the greatest weight on social skills. The focus is on basic principles of cooperative learning and the steps and decisions which teachers must make to implement cooperative learning.
2. The structural approach is defined as the definition and use of various distinct ways of organizing the interaction of individuals in a classroom. A structure is a content-free way of organizing group interactions. Structures may then be used repeatedly with a variety of curriculum materials and range from simple to complex. For example, a cooperative task structure occurs when no one individual can complete a learning task alone. When students' grades are dependent on the performance of the group, a cooperative reward structure is created. A teacher can move from one structure to another and may use several structures to reach a learning objective.
3. Curriculum packages offer curriculum specifically designed to be implemented with cooperative learning. If appropriate to the academic needs of students, packages can be a time saver for teachers.

What It Looks Like

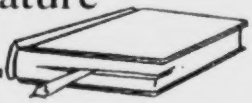
Groups of students are in several different locations around the classroom. The noise level is higher than usual, but unobtrusive. The students are talking—they are interacting. Focusing closer on one of the groups reveals that the students are actively participating in roles they have assumed for this activity. One student records the information as it is generated by the group. Another student looks at his watch and alerts the group to the number of minutes remaining to complete the assignment. A third member encourages and praises the group's progress. Another member will present the group's findings and information to the other students in the class.

The teacher quietly moves from group to group recording information on a tablet. As a "learning facilitator," she helps and encourages the students without giving direct orders or instruction. Her lesson plans include the previous sessions that have prepared the students for their group assignments. During those sessions each group received information about their assignment, explanations about their roles, and reasons for the assignment.

Now a bell has sounded and the noise level drops. The teacher again moves among the students, this time stopping briefly to commend each group for their combined efforts. She refers to the notes she jotted down earlier in order to complement specific performances.

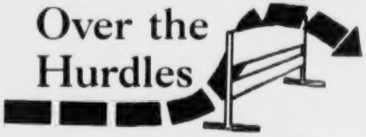
A representative from each group goes before the class to give the debriefing report on their assigned topic. While their presenter reports their findings and conclusions, the other members of the group look pleased and proud of what they have accomplished together. The teacher facilitates by elaborating, clarifying or probing. The students complete an evaluation form at the end of the class, which helps them focus on goals for personal and group improvement.

What the Literature Says



- Effective forms of cooperative learning require goals for the group and individual accountability.
- Cooperative approaches are appropriate for all curriculum areas.
- Cooperative learning has positive effects on self esteem, intergroup relations, and the ability to work with others.
- Cooperative learning is an effective way to improve relationships among students of different racial or ethnic backgrounds.
- Mixed gender groups may be dominated by males.
- Cooperative learning is an effective way to teach higher level thinking skills to slow learners.
- Cooperative learning reinforces the storage of information, builds critical thinking skills, and promotes self-regulated learning.
- Successful use of cooperative learning depends significantly on training in how to prepare sessions to orient students to new classroom procedures. Additional training in order to teach specific cooperative skills to students is also important.

How To Jump Over the Hurdles



- Before students begin to interact in groups, a positive social structure needs to be in place. This can be accomplished by discussing, establishing and posting a set of social rules. Some of the rules may be to not put others down, to praise and encourage, to have fun but stay on task.
- A number of methods can be devised for assigning students to groups. The optimal group would have 2 to 6 members, be heterogeneous in ability, race and gender and seated face-to-face. A rule of thumb is to start small—two to three students in a group.
- Some sort of parent education will be necessary to circumvent misunderstanding of the techniques used. Parents as aides, classroom visits, and group parent-teacher meetings may be helpful.
- If mixed gender groups tend to be male dominated, take special care to frequently assign girls to leadership roles.
- For learning teams to be heterogeneous, the teacher will have to choose the group members since students tend to group with friends.

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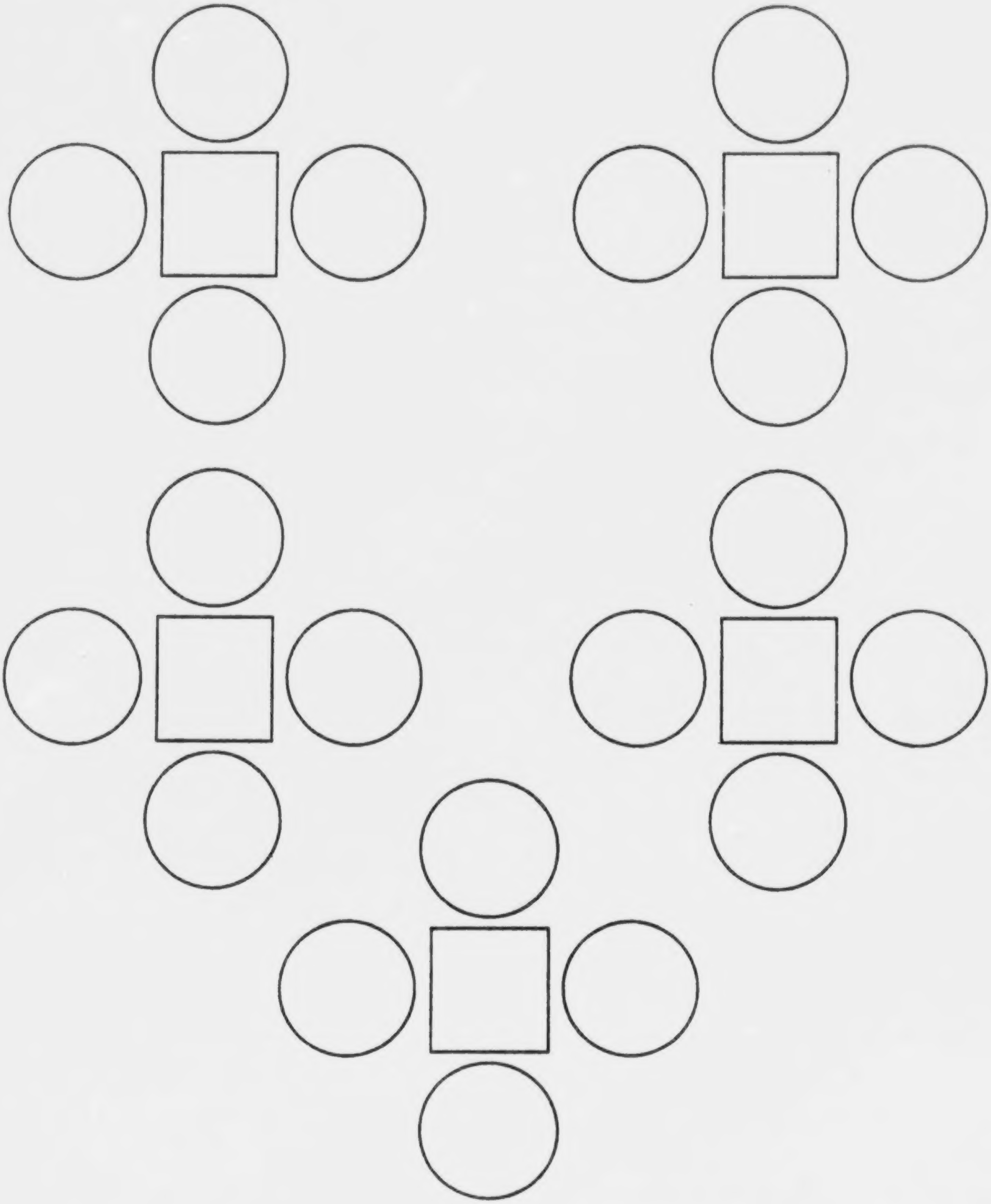
Group to heterogeniety—mixing races, abilities, gender and personalities. Avoid groups of three and groups larger than five.

Teacher's Assignment Sheet

Date ____________________

Project ____________________

____



Cooperative Learning Group Assignment

Subject Area ______________________________

Lesson ______________________________

Date or Class Period ______________________________

Preparation

Group Size ________ Group Selection Criteria ______________________________

Materials Distribution: ☐ per group ☐ per student other ______________________________

Materials Needed ______________________________

Assignment

Academic Task	Criteria for Success
Expected Behaviors	Accountability Group: Student:

Evaluation

Evaluator: ☐ Teacher ☐ Group ☐ Student ______________________________ ☐ Both

Comments:

Rating Scale
✓ Yes, we did it
+ Yes, and we did a good job
– No, we didn't do this

Individual Evaluation

Date ____________________

Topic ____________________

__________ 1. I cooperated in my group today.

__________ 2. I encouraged others in my group.

__________ 3. I used group member's names.

__________ 4. Others cooperated with me.

__________ 5. I felt encouraged by people in my group.

__________ 6. Others in my group used my name.

Goal Setting

Which social skill listed above will you use more the next time you work in a group?

Individual Evaluation

Date ______________________

Topic ______________________

Directions: Check or circle the appropriate star.

1. I shared in my group today.

2. I encouraged others in my group.

3. I used others' names.

4. Others shared with me.

5. I was encouraged by others in my group.

6. Others in my group used my name.

Goal Setting

Circle the number you will focus on next time. (1 2 3 4 5 6)

Group Consensus On Collaborative Behaviors

Check the behaviors that were practiced by your group using the following symbols:

+ Satisfactory	+ + Excellent	+ + + Outstanding

__________ Stayed on task

__________ Used names

__________ Helped others learn

__________ Everyone expressed ideas

__________ Everyone disagreed nicely

__________ Praised good ideas

__________ Encouraged participation

__________ Asked for help

__________ Everyone listened carefully

__________ Everyone contributed

__________ Took turns

__________ Everyone stayed with the group

__________ Moved quietly

Coordination of Instruction

"...and every city or house divided against itself shall not stand."

Matthew 12:25

Coordination of Instruction

Joint, regular, and systematic communication between the academic support teacher and the regular classroom teacher is essential for the academic success of students. Communication involves the discussion of student placement or exit from the compensatory program, diagnosing academic strengths and areas targeted for improvement, planning for effective instruction and monitoring and evaluation of academic progress.

The coordination between the academic support teacher and the regular classroom teacher should be objective (separating fact from opinion) and ongoing. Coordination is not accomplished solely in spontaneous or informal conversations; it should be scheduled for specific times. Successful coordination is built upon mutual respect and rapport.

What It Looks Like

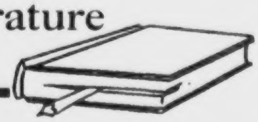
At 2:55 the school bell buzzes loudly signalling the end of the school day at Ogden Middle School. Down the corridor, in her classroom, Mrs. Ellis, a seventh grade reading teacher, prepares for her meeting with the academic support teacher. She is reviewing student folders and arranging them in sequence for their discussion.

The folders are for Mrs. Ellis' regular education students who participate in a remedial education program taught by the academic support teacher, Miss Lamelle. The students attend Miss Lamelle's classes for two hours a day where they receive additional instruction in reading, language arts and mathematics. The length of time spent in each subject area is based on reviews of the students' performance in both of their classes. Miss Lamelle meets regularly with the other teachers to discuss the students' progress and to plan further remediation.

Greetings are exchanged as Miss Lamelle arrives for her meeting in Mrs. Ellis' classroom. She sits across the table from Mrs. Ellis and arranges the data she has collected in her classes. Mrs. Ellis reaches for Joanne's folder and expresses concern about the significant drop in the student's reading scores during the current grading period. The teachers review samples of Joanne's regular classroom work and her basal test results. They examine the diagnostic test results and item analysis of Joanne's work and tests from the remedial education class. The two discuss their classroom observations. After carefully analyzing all the data available, they decide on strategies to help Joanne with her reading skills in both classes.

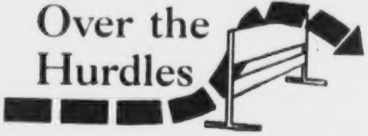
The two teachers continue with the remaining student folders. They review Mrs. Ellis' lesson plans, six weeks progress forms, tests results and the students' grade changes and classwork. Do they need to modify the instructional program? Are the skills learned in the remedial education classroom being applied in the regular education classroom? Their analysis completed, the teachers agree on instructional priorities for each student. Before Miss Lamelle leaves, they schedule their next meeting.

What the Literature Says



- Coordination between regular and academic support teachers is the only statistically significant relationship evident when comparing teacher variables and student success.
- Frequent coordination between regular and academic support teachers is associated with greater academic success for students.
- Successful coordination occurs when:
    - cooperative teacher planning and staff development are encouraged;
    - specific provisions have been made for coordination between teachers in special programs and the regular classroom;
    - the district and school have well established and defined programs for the curriculum areas served;
    - classroom instruction is organized on objectives which are prioritized according to the district's goals and objectives; and
    - leaders plan with their staff, allocate the necessary resources, monitor progress to coordinate efforts, and keep improvement plans on target.

How To Jump Over the Hurdles



- Finding adequate time to confer may appear difficult and unmanageable. Meet with the building administrator and discuss possibilities for planning and sharing times. Discuss positive impact of planning as it relates to student's successful academic achievement.
- In conferences for the students whose first language is not English, be sure to include the teacher from the bilingual or the English as a second language (ESL) programs. This allows all of the students' teachers to discuss the methods, lessons, and strategies to be used. This also fosters the flow of information between the teachers.

- Arrange specific planning times to maximize student success. Planned coordination is critical to the student's academic success.
- Consider using written correspondence between teachers when time does not allow joint planning or to enhance joint planning. EXAMPLE: Develop "weekly reports" for the regular and academic support teacher to follow. Duplicate copies of lesson plans to share among cooperating teachers.

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Student Learning Plan

Student ____

Grade ____________________ Date ____________________

Academic Support Teacher __________________________________

Classroom Teacher ____________________________________

General Areas for Instruction	Specific Skill Objectives	Methods & Materials	Evaluation

Coordination of Instruction
Diagnosis and Planning Worksheet

Student's Name ________________________________

Grade ________________ Date ________________

Academic Support Teacher ________________________________

General Areas Noted for Instruction	Specific Skills Identified	Summary of Diagnostic Information

Classroom Teacher ________________________________

General Areas Noted for Instruction	Specific Skills Identified	Summary of Diagnostic Information

Principal ________________________________

Comments ________________________________

____

Coordination of Instruction
Instructional Needs and Progress

Date ______________________

Student(s) ______________________

____

____

____

Academic Support Instruction

Skills Instructed During ______________________

____

____

____

Progress/Needs Noted ______________________

____

____

Academic Support Teacher ______________________

Classroom Instruction

Skills Instructed During ______________________

____

____

____

Progress/Needs Noted ______________________

____

____

Comments ______________________

____

____

Classroom Teacher ______________________

Date:

Student:

Teacher:

Help Needed:

Date:

Student:

Teacher:

Help Needed:

Date:

Student:

Teacher:

Help Needed:

Date:

Student:

Teacher:

Help Needed:

Diagnosing Student Needs

*"Fact is,
Teachers make instructional decisions based on their
assessment of student performance at the rate of
once every two or three minutes,
on average."*

*Richard J. Stiggins, Director
Center for Classroom Assessment at the Northwest
Regional Educational Laboratory
Portland, Oregon*

Diagnosing Student Needs

The diagnosis of student needs involves assessing each student's instructional needs in the subject matter of concern. Students are placed in compensatory education programs based on selected identification criteria. Data obtained in the process of this identification may also be incorporated into the diagnosis of student needs. This should not, however, be the only source of data for diagnosis.

What It Looks Like

Diagnostic information may be obtained from many sources. To decide which diagnostic tools are appropriate, first consider the purpose of the diagnosis. (What will it be used for?) Second, determine the specific information needed to fulfill this purpose. (Does this information exist or does it have to be collected?)

Several sources of information are:

- Test results using a norm-referenced, criterion referenced, or diagnostic test.

  The publisher or the scorer of most standardized tests provides diagnostic information for the individual child.

- Paper and pencil tests.

  These tests appear in a variety of item formats including multiple choice, short answer, and essays. These may be timed or untimed. They can be teacher made or published. With the exception of essays, these tests provide an efficient means of diagnosing students since they can be administered to groups of students and can be scored easily.

- Performance tests.

  Performance tests are tailored specifically to the individuals and/or the subject area. The tasks to be performed are identified before the test, along with categories of expected student responses. The test administrators present the tasks to the student orally and perhaps with stimulus objects; responses are recorded. Examples of these tests would be number/task sequencing, construction, use of manipulatives to follow directions, and writing tasks. These tests are very flexible; you can measure performance on a wide range of tasks using interesting stimulus materials. You need not worry about the reading or writing level of the student being tested. It is also easy to establish rapport with the student and to give immediate feedback.

- Work samples.

  Work samples are assessments of an individual student's work taken from daily assignments. The assignment is reviewed for content validity (answering the questions correctly), and appropriate responses to tasks are "counted" toward the objective. This can be done within the classroom setting where the children give a more "typical" performance since they don't view this as a test.

- Observation of student behavior.

  In this type of assessment, the teacher observes the student's behavior with a specific performance in mind. Since observations occur in the classroom, they are more unobtrusive and are not dependent on the student's writing skills. Analysis of recorded observations provides additional information and may be used to track an individual's progress over time.

- Discussions with classroom teachers and/or parents.

  This method will give you some idea of the student's strengths and weaknesses as perceived by others. The classroom teacher, for example, may be able to give you information and examples of the student's work that show deficiencies and strengths. Parents may be asked their opinions about areas where they feel their child needs to receive more attention, or areas that traditionally have been strengths or weaknesses for their child. Both parents and teachers may be able to discuss techniques that have worked or have failed to meet the particular student's needs.

You may want to combine two or more of these methods. For example, to assess reading skills, you might administer a diagnostic reading test, a teacher-made reading inventory, and a decoding measure. For math, you could combine a standardized test, a performance test using manipulatives, and a timed number fact sheet. As a rule, multiple measures yield more realiable information than single measures.

What the Literature Says

- Selecting an assessment approach depends upon the model of learning that is used. For example, if you view reading as the result of mastering certain skills, you should select a measurement tool that will help determine which skills the student is lacking. If you view reading as inferring meaning using graphophonic, semantic, and syntactical cues, then select a measurement tool to determine which cuing systems are weak and which are adequate.
- In addition to the learning approach, also consider the validity and utility of the measurement tools. To determine validity ask, "Does this assessment truly reflect the particular student's needs?" To determine utility, ask "Is the information provided by the assessment useful in making decisions about instruction?"

- The use of multiple indicators for assessment yields more reliable data and a more comprehensive picture of student needs than does the use of a single measure. Any single measurement may be influenced by nonrelevant criteria, such as the student being tired or experiencing emotional problems.

- You may want to broaden assessments of student needs to include other pertinent variables. Learning styles, attitudes toward school and/or toward content areas, self-esteem, contributing skill deficiencies and other interactive factors may also be measured.

How To Jump Over the Hurdles

- There may be inaccuracies associated with the particular diagnostic tools you use. For example, many learning objectives are not easily translated into norm and criterion referenced tests, diagnostic tests, and/or paper and pencil tests. Test results may be influenced by such factors as fear or apathy. Essay and short answer test scores may sometimes be subjective and biased. Select the diagnostic tool carefully, and be as accurate as possible when scoring.

- If you use performance tests, plan for the amount of administration time necessary and eliminate outside distractions. The test administrators may need additional training and practice in order to avoid biasing the outcome of a performance test.

- Take care that the assessment of work samples is valid and that the task encompasses the entire scope of the objectives being measured. Be sure that the child does not receive any assistance in completing the task.

- Observation is time-consuming if you are diagnosing a large number of students. Be sure to pace yourself and to schedule adequate time for all of the observations you wish to make. Be aware that observation has lower reliability than other assessment procedures.

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Sample Achievement Test Results With Diagnostic Information

Student's Name Tommy J. Grade 4th

		G.E.	National Percentile
Reading	Vocabulary	5.2	61
	Comprehension	4.6	57
	Total	4.8	58
Math	Computation	3.1	14
	Concepts	3.6	30
	Problem Solving	3.8	38
	Total	3.4	27

	Number of Items	Student % Correct	National % Correct
Math Computation			
Whole Number +, −	10	60	74
Whole Number ×, ÷	10	30	58
Fractions +, −	5	40	62
Money, Decimals	5	60	68
Math Concepts			
Numeration	7	86	71
Fractions, Decimals	4	25	59
Geometry	5	60	58
Money, Time, Measurement	9	33	82
Math Problem Solving			
Whole Number Problems	13	54	63
Money, Measurement Problems	4	25	67
Two Step Problems	3	67	59

This is an example of diagnostic information that may be provided by a standardized test. According to this information, the student is performing well in reading, but not in math. Therefore, the math data has been disaggregated to show the specific areas, which are outlined, that seem to require remediation. Further assessments, such as published or teacher made tests, performance tests, work samples and teacher observations, can verify the accuracy of this standardized test data.

Skill Mastery Record

	Phonics Skills					Structural Analysis Skills			
	Initial Consonant Blends	Short Vowels	Long Vowels	Diphthongs	Silent Letters	Common Suffixes	Compounds	Contractions	2-Syllable Words
Bill	✓		✓				✓	✓	
Jose	✓	✓			✓	✓	✓	✓	
Mary	✓		✓		✓	✓	✓	✓	
Nancy	✓		✓			✓	✓		
Renata	✓		✓			✓		✓	
Bill	✓								

EXAMPLE 1

Hypothetical Results of Classroom Teacher Rating Form

Grade Level 9 Date

Teacher Adams Building Johnston H.S.

Student	Reading Skills						Social/Emotional/ Motivational Skills			Student Total
	I. vocabulary-meaning	II. vocabulary-pronunciation	III. comprehension of course material	IV. speed in course readings	V. discussion of written materials	VI. oral reading fluency	VII. willingness to read	VIII. confidence in reading ability	IX. interest in non-required reading	
A	✓	✓	✓		✓	✓			✓	6
B	✓	✓	✓		✓	✓	✓	✓		7
C	✓		✓		✓					3
D	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
E		✓		✓	✓	✓		✓		5
F	✓					✓				2
G			✓		✓		✓	✓		4
H			✓		✓		✓	✓	✓	5
I	✓	✓			✓	✓	✓			5
J	✓	✓	✓		✓					4
K			✓	✓		✓	✓	✓	✓	6
L	✓	✓		✓	✓				✓	5
Total	8	7	8	4	10	7	6	6	5	

Directions: Please fill in the names of each student in your class and place a check (✓) under each skill in which you feel (s)he needs substantial supplementary remediation.

Dialogue Journals

The business of writing is one of the four or five most private things in the world.

6.0

Dialogue Journals

A **dialogue journal** is the written exchange of ideas, reflections, and opinions between two or more persons. In a classroom this written exchange is usually between a teacher and student, but can be student and student, student and principal, or student and librarian. This is similar to journal writing in that it is a regularly scheduled part of the school day; it employs the use of a notebook, folio, or spiral; and it is spontaneous. It is different from a regular journal because of the dialogue—the written conversation between teacher and student.

Dialogue journal entries focus on topics that the individual student is interested in, or on a topic the student has chosen from a prepared list. Before the actual writing process begins, a specific amount of time to write is set by the teacher. This is from 20 to 45 minutes depending on the age and ability of the students. The discussions on paper begin as the student writes on his chosen topic. It is the **teacher's response** to this writing that is the critical step of the dialogue process. This response should be supportive and reinforce the student's writing. In her remarks, she may model correct spelling, encourage elaboration, or compliment the use of a simile.

What It Looks Like

Climate in this classroom is pleasant and calm. The noise level will occasionally rise as a student reads his entry to another student for editing purposes, but overall, it is quiet. To facilitate their writing efforts, the walls and bulletin boards are saturated with language—word wheels, labels, and sentence strips are plastered around the room.

The following dialogue journal entries illustrate how this teacher uses the dialogue nature of the journal to encourage a student to elaborate, and at the same time models the correct spelling of "silent."

EXAMPLE:

"Tuesday	**Student:** I like to play *silunt* speed ball.
	Teacher: What is *silent* speed ball? Your puppets are so cute, especially the one in the blue suit.
Wednesday	**Student:** I had a family reunion from both sides of the family.
	Teacher: I think the family reunion for both sides of the family sounds like a lot of fun. I went to a family reunion when I was very young. I remember good food and playing games. What did you like best about your family reunion? You didn't tell me about silent speed ball. Please do!
Thursday	**Student:** It is a *silent* game you play with a ball. You have to be very quiet and throw the ball. If you make a sound you are out. If you miss the ball you are out. I liked the food at our reunion. I ate a lot!!!! We didn't play games. We sang some songs. Did you sing songs at your family reunion? How old were you?"

Most students are writing in their journals—not looking up. But some students are engaged in other parts of the journal writing process. One student smiles as he reads his teacher's response and then picks up his pen to write again. One boy goes to another "writer's" desk and shares a portion of what he has written and then returns to his desk. Several students flip through their thesauri or dictionaries searching for needed words. Another scratches his head and pauses to reflect on what he has written.

From time to time the students will stop writing and look at the teacher who is busily writing an answer in a student's journal. Occasionally, the teacher pauses to reflect or quietly chuckle over a student's written passage, she appears to be having fun writing in the students' journals. One page in a students' dialogue journal is folded over and marked VP (very private). Respecting this request, she flips past this page and goes to the next where a picture of a tree has been drawn. Below the drawing a student has written "Please draw leaves on my tree." The teacher picks up her colored markers and begins to draw . . .

What the Literature Says

- Reading and writing should be taught simultaneously.
- Language is learned through extensive exposure to and practice with practical applications in natural contexts and situations.
- Bilingual children who engage in dialogue journals become more proficient in using the English language.
- Children's entries tend to increase in length when teachers respond to their entries.
- The teacher's writing provides children with a necessary model to see the process of reading and writing in meaningful use.
- When using dialogue journals, close personal ties can develop between student and teacher.

How To Jump Over the Hurdles

- The main hurdle is time—time to answer all of the students' daily entries. Start small; divide the class into groups and write dialogues with one group at a time. Write with this group for not less than three weeks. Once a comfort zone has been reached with small groups, branch out to larger groups or the entire class. Once the class is familiar with teacher-student dialogues, you might consider classmates or friends in other grades becoming journal partners with your students.

- Resist the urge to correct the students' writing; save the corrections for other kinds of writing in which students expect to have their work corrected. Remember, the dialogue is the teacher's chance to MODEL correctness.

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Dialogue Journal

Date ______________________________

Journal Topic ____

Dialogue Journal

Date ______________________________

Journal Topic ____

English as a Second Language

> *"We cannot even conceive of a people without a language, or a language without a people. The two are one and the same. To know one is to know the other."*
>
> Sabine Ulibarri

English as a Second Language

English as a second language instruction is an intensive program of instruction for developing competence in English. It is a developmental sequence of English instruction using the four language skills (listening, speaking, reading, and writing) and culture.

When a student enters school, an assessment process identifies and classifies students as English proficient or limited English proficient, determined by the degree of language proficiency in English. In Texas public schools when one or more students are identified as limited English proficient, an English as a second language program must be offered. English as a second language is an integral part of all bilingual education programs in Texas. Bilingual education must be offered when 20 or more limited English proficient students are identified at any one grade level in a language category. At the secondary level and for elementary campuses not offering bilingual education, English as a second language is required.

Required Programs for LEP Students

	Types of Programs	
Numbers of Identified LEP	**Grades PreK through Elementary**	**Grades 7 through 12**
Districts identifying 20 or more LEP students in any language classification at the same grade level.	Bilingual Education	ESL
Districts identifying less than 20 LEP students in any language classification at the same grade level.	ESL	ESL

What It Looks Like

After the student is identified as limited English proficient, English as a second language instruction begins as part of a bilingual program or as a separate component. The teacher must have the expertise to use English as a second language methodology using state adopted English as a second language learning systems and other resource materials. Appropriate English as a second language methods would also be incorporated in the content areas. Language arts classes and content area instruction are taught with a second language point of view considering the student's level of English language and academic proficiency.

English as a Second Language Settings

Bilingual education: ESL component	Bilingual education programs are required to teach listening, speaking, reading and writing in English through second language methods.
ESL block	1 period or more of instruction in ESL centers or classes. The ESL teacher coordinates instruction with the regular classroom teachers for the student's other class assignments. Encouraging the student to participate in all aspects of school life is necessary for the program's success.
All day/half day	An intensive ESL instructional program designed to teach language and introduce content area subjects at the student's level of language and academic proficiency. Teachers have expertise in both languages and content area of instruction, especially at the secondary level.
Content area	The direct focus is on subject related concepts with less focus on language itself. More emphasis is placed on hands-on motivating tasks in mathematics, science, and social studies which encourages the natural acquisition of English. This is a required component for elementary bilingual education. In the secondary grades, content area instruction through second language methods is sometimes provided as "sheltered English."

English as a Second Language Instructional Methods

Direct Method	Emphasizes natural language acquisition and involves an open-ended response to instructional materials. This method involves demonstration by teacher, role playing, and active use of pictures, films, tapes, and other audio visual aids.
Cognitive Approaches	Emphasizes language learning as a creative cognitive process rather than a patterned, predictable one which is manipulated with conditioning. This method emphasizes all four language learning skills and vocabulary development. The use of the student's primary language is acceptable.

English as a Second Language Innovative Approaches

Communicative Competence	Emphasizes the communication of meaning rather than form and is taught in a reduced anxiety/risk free context. This method corresponds with the natural process of language development which concentrates on listening comprehension skills, then oral production, reading and writing. Focus is also on providing comprehensive input in an appropriate instructional environment.
Total Physical Response	Developed by James Asher, total physical response emphasizes listening and comprehension by responding to commands with appropriate physical movement. The use of body movements to acquire English language structures and vocabulary is emphasized by the teacher modeling commands with physical movement for students to carry out. The use of the primary language is not encouraged. This approach is generally used with students in the early stages of learning English.
Natural Approach	Developed by Tracy Terrell, the natural approach focuses on techniques to provide a context in the classroom for natural language acquisition to occur. Emphasis on speech through low-anxiety situations is stressed. This approach recognizes that as basic interpersonal communicative skills are developed, cognitive academic language proficiency is learned.
Cognitive Approach	Emphasizes the learner's mental processes by focusing on prior knowledge to facilitate the transfer of skills and concepts. This approach incorporates the use of learning strategies and promotes self-directed learning. The emphasis on comprehension only occurs after input has been processed by the learner and transformed into relevant information.
Content-Based Approach	Emphasizes the acquisition of language through subject matter and emphasizes language development that is incidental to the acquisition of concepts. Consideration is given to motivational and affective instructional variables.

Using English as a second language methods can vary as teachers assess the instructional and language level of students entering their classes. Content area teachers can also use a variety of these methods and approaches as they find better ways to teach content and assess mastery.

Activities for teaching the four language skills

Listening/Speaking	Use samples of language spoken by native speakers from a variety of natural sources (radio, television, newspaper and magazines)
	Use personal experiences (telephone conversations, student interviews with native speakers, short taped conversations)
	Use learning centers for individualized activities.
	Use small and/or large group instruction.
	Use cooperative learning activities.
	Encourage verbal/nonverbal communication through artistic creativity.
Reading	Provide natural reading activities to surround the student (books, media, songs, printed containers, logos, instructions, letters)
	Use children's literature in both English and the primary language when applicable.
	Promote understanding of the meaning of the written word as opposed to isolated parts of words.
	Plan activities to develop consumer reading skills as survival skills for the world outside school.
	Plan activities to address test taking skills (following directions, categorizing, analogy, definition and other concepts which involve complex levels of cognitive development.
Writing	Focus on acquisition-oriented tasks (dialogue journals, free writing and development of consumer skills).
	Use dialogue journals for developing functional, personal, interactive use of the language.
	Encourage student to write freely without correcting themselves with the purpose of communicating a personal, meaningful message. Refrain from correcting this creative writing yourself.
	Combine reading and writing activities by using myths and folktales from all the cultures represented in the classroom.

What the Literature Says

Provide students with a great variety of manipulative materials as well as time to interact with them. Education is of greatest value when it uses a more active form of cognition/discovery rather than a process of simple repetition.

When native language is used as the basis for second language acquisition, cognitive and higher order skills should be emphasized. Students need instruction and emphasis not only in oral/aural skills, but also in cognitive, more advanced skills.

Implementation of a child-centered curriculum has been found to be effective for long-term acquisition of knowledge.

A warm learning environment that emphasizes love of reading, writing, and learning is more effective than drill and repetition.

Holistic instructional strategies provide a framework for quality instruction for English as a second language students.

Real life situations and experiences are extremely successful when learning a second language. When students are encouraged to tell stories about their home life and past experiences, language flows more naturally.

Emphasize the more advanced thinking skills as well as the basic skills. Working on figurative language is necessary for higher order thinking.

Opportunities for oral language development before, during and after reading should be provided to build a foundation for better comprehension and writing.

How To Jump Over the Hurdles

Some of the challenges in English as a second language instruction are related to staff training, assessment of students' skills in English and their instructional needs, scheduling of students, communication and cooperation among teachers, methods and materials to use. The following are ideas on how to jump over these hurdles.

- Begin student needs assessment by assessing the student's ENTIRE language system. This includes identification of his/her oral and written proficiency in English AND the home language. It is important to ascertain whether or not the student possesses proficiency in his/her first language so that methods and materials can be used to facilitate the transfer of his/her skills to English.
- Teacher training aimed at addressing the needs of teachers using English as a second language and regular teachers is important. Methods and materials such as cooperative learning, sheltered English, transition teaching, mastery learning, whole language, learning centers, peer tutoring, computer-assisted instruction and understanding the language and culture of students are important topics to include based on assessed needs of staff.
- Use simplified grammar and vocabulary when teaching English as a second language. Until students become accustomed to hearing English, they can become overwhelmed and frustrated.
- Survival reading is helpful for students who are not able to read as well as others. Allow students who are able to recognize signs and supermarket food labels to "read" them by their visual clues.
- Use thematic teaching to orient students to English while at the same time reinforcing the vocabulary of the curriculum.
- Develop visual aids to accompany the vocabulary of the curriculum. Include flash cards, charts, bulletin boards, folder games, etc.
- Challenge students by introducing cognitively challenging and relevant materials. Provide opportunities for oral language development before, during and after reading.
- Enhance fluency and expression by repeating simplified language. Use echo reading, choral reading, imitative reading, paired reading, tapes, etc. for instruction.
- Use questioning techniques for developing proper English language structures. Build wait time into your lessons so that students have time to process what they have heard.

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Family Involvement

> *"Parents have considerable strengths in serving as positive influences for the education of their children, not the least of which is a deep love for their children and a desire for their children to succeed. . ."*
>
> *H.M. Levin*

Family Involvement

Family involvment has been traditionally referred to as parental involvement. We have chosen to use the term "family involvement," recognizing that all family members are important to the success of students and that families vary in their composition. For our purposes, the definition of family is one or more people who provide emotional and physical support to the child.

The family provides the first and primary educational environment for a child. Generally, children whose family is involved in their educational process achieve better than those whose family is not involved. This statement is true for all grade levels. Involvement of the family begins in the home when the child is born and continues throughout the years the child is in school. Family involvement during the child's school years consists of a variety of roles:

- Family Members as School Partners.
- Family Members as Collaborators and Problem Solvers.
- Family Members as Audience.
- Family Members as Supporters.
- Family Members as Advisors and Co-decision Makers.
- Family Members as Students.

A close coordination between home and school is necessary for family involvement to be most effective. The schools must offer the family a variety of opportunities to become involved so they can choose the role(s) most appropriate for them. Staff development to improve skills in working with families from all walks of our society will improve family involvement effectiveness.

What It Looks Like

The main door of the school has a big "welcome" painted on it in English if it is a monolingual school, and in other major languages as well, if it is bilingual or multi-lingual. Immediately inside the door are large, simply written directions for locating the office. The staff is kind, courteous, and quick to respond to people entering the office. There is a comfortable sitting area/family resource center close by. Materials about the school and parenting have been placed on a table. A map of the school with teachers' names and grades taught is posted. Each room has the teacher's name on the door. Children's work is in the hall, on bulletin boards, and in showcases in the halls.

The administration and staff have a positive attitude toward family involvement. There is a school goal of increasing family involvement and everyone in the school works toward accomplishing this goal. Each teacher plans family involvement activities for the year which are designed so that family members are encouraged and welcomed to be involved in a wide variety of activities and roles. Outreach by teachers is ongoing, personal, and culturally/linguistically appropriate.

Teachers send home "good news" notes that are simple and easy to understand. Families are encouraged to display these notes on the refrigerator or cabinet where they can see them. Short "good news" phone calls are made to each student's home by the teacher at least twice a year (dinner time is a good time to reach families). These calls take less than one minute each.

The school holds events that are social as well as educational and schedules them at a variety of times—in the morning, during the day, after school, in the evenings and on weekends—the schedule is planned to accomodate the differing home and work situations of the families. Families know that good childcare is provided during the activities.

Family members and teachers interact in and through a variety of settings and activities:

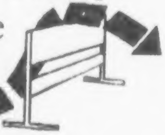
- Parent-Teacher conferences are held at a variety of times to meet the differing family situations. Teachers contact the parents ahead of time telling them what they plan to discuss and asking the parents to express items they would like to include. Conferences are private with an informal type of seating (around a table, all chairs at the same height). Teachers have the child's work available for parents to review.
- Visits by school staff are made to homes of young students entering the school for the first time at the beginning of the year to inform families about school, to become acquainted, and to answer questions.
- Opportunities for involvement in a variety of ways are communicated to the families in the appropriate language. All staff members are familiar with the family involvement roles (partners, collaborators/problem solvers, audience, supporters and advisors) and plan activities that include all the roles.
- Meetings of families are held in homes, community centers, and other facilities to involve families who do not feel comfortable in the school.
- The teachers personally communicate "good news" as well as problems. Their written communication is ongoing, easy to read, and written in the appropriate language. Announcements of school activities are sent home in time for families to plan participation.
- There is ongoing staff development at the school level related to family involvement research, proven practices, and references. The staff learns how to plan for the various roles in which families from differing home situations can become involved in the education of the child.
- A full time family volunteer coordinator assists the teachers by arranging home visits and sometimes accompanies the teacher on these visits. The coordinator also conducts workshops and training sessions for family members in addition to coordinating their volunteer activities.
- Family involvement is evaluated each year by parents and campus staff through written surveys, personal communications and requests for suggestions.

- The school is a true reflection of a "partnership" between home and school. Every staff member and most families are aware of this partnership, and the importance of such a partnership. Each classroom teacher provides opportunities for all family members to help at school and/or at home.

What the Literature Says

- Involving parents in their child's education improves student achievement.
- Family involvement is most effective when it is comprehensive, long lasting and well planned.
- Involving parents in their own children's education at home is not enough. To ensure the quality of schools as institutions serving the community, families must be involved at school.
- Children from low-income and minority families have the most to gain when schools involve families. Family members do not have to be well educated to help.
- The home and the school cannot be viewed in isolation from one another; they must be viewed as interconnected to each other and the world at large.
- To work effectively with families, staff needs training.
- The benefits of family involvement to students and the school are not confined to early childhood or the elementary level; there are strong effects from involving families through the high school years.

How To Jump Over the Hurdles



Because of different circumstances, not all families will be involved in the same way or to the same degree. There are ways the school staff can help families with unusual situations who want to participate in their childrens' education.

- **Families who do not speak English**

  Provide interpreters at meetings, school conferences, parenting groups, etc. Write communications, newsletters, and report cards in other languages in addition to English.

- **Single parents**

  Plan family celebrations rather than mother's or father's dinners, breakfasts, etc.

  Include single parenting information in meetings and programs and in newsletters.

  Provide free quality babysitting for all functions, including conferences.

  Include research on single parent families in staff development.

  Offer workshops/support groups for single parents.

- **Working parents**

  Plan activities for families to do at home, for example, tape record stories, call for the telephone tree, prepare games or other learning materials.

  Plan early morning/before school meetings with rolls, juice, milk, coffee for parents and children.

  Prepare a list of work phone numbers for working parents to minimize communication problems.

- **Non-Custodial parents**

  Be aware of the custodial arrangements of separated or divorced families. Be sure to know the answers to these questions: Who has legal custody? Who can pick up the child from school? Can one parent not see the child? With whom does the child live?

  Send copies of all notices, newsletters, and report cards to non-custodial parents, if possible.

  Provide opportunities for the non-custodial parent to receive duplicate sets of school pictures.

  Hold a separate conference for the non-custodial parent if needed.

- **Families with limited formal education**

  Communicate by phone or in person rather than in writing. If it must be in writing, keep it simple.

  Show families ways they can work with children at home.

  Have a school/home liaison person visit the home and share ideas with families.

  Provide literacy activities at homes, churches, or community centers.

- **Families of secondary students**

  Inform families of current research stressing the importance of their involvement at the secondary level.

  Have an "exchange day" where students and family members exchange places. (Parents or other family members come to school and follow student's schedule.)

  Establish an academic booster club (similar to sports booster clubs) for families.

- **Transient and Homeless families**

Provide a liaison person for new families to be sure that they are aware of the school and its resources, and for parents to contact if they have questions or concerns.

Have a "buddy system" in the school with capable, caring students helping the new student adjust to rules, building, etc.

If families live in a shelter, visit the shelter on the same basis as you would visit a home.

Plan outreach efforts to ensure the participation of homeless families in school activities, including, but not limited to, teacher conferences, classroom visits, PTA meetings, parent training activities, etc.

Make special efforts to ensure that barriers such as transportation or personal finances do not prohibit family members from participating in school activities.

Provide training for families related to issues of importance for homeless students (e.g., how they can help with homework, language development, self-concept enhancement, etc.).

Schedule family training activities during times and in places that are accessible to all.

Make school records available to parents of homeless children when they make such a request. [McKinney Homeless Assistance Act Section 722 (e)(6)(B) and Code of Federal Regulations 99.11(b)(2)]

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A Resource List for Parent Involvement Activities and Information

American Association of School Administrators (AASA), 1801 N. Moore St., Arlington, VA 22209

American Federation of Teachers (AFT), Box 1930, Washington, DC 20013

Association for Supervision and Curriculum (ASCD), 125 N. West St., Alexandria, VA 22314

Center on Parent Involvement, John Hopkins University, 3505 N. Charles Street, Baltimore, MD 21218

Chapter 1 Technical Assistance Center, RMC Research, 1512 Larimer St. #40, Denver, CO 80202

Home and School Institute, P.O. Box 509, West Haven, CT 06516

Institute for Responsive Education, 605 Commonwealth, Boston, MA 00215

National Association of Elementary School Principals, 1615 Duke St., Alexandria, VA 22314

National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091

National Association of State Boards of Education, 701 N. Fairfax St., Suite 340, Alexandria, VA 22314

National Committee for Citizens in Education (NCCE), 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044

National Education Association (NEA), 1201 16th St., N.W., Washington, DC 20036

National School Boards Association, 1680 Duke St., Alexandria, VA 22314

National School Public Relations Association, 1508 Lee Highway, Suite 201, Arlington, VA 22209

The National PTA, 700 Rush St., Chicago, IL 60611

Education of Homeless Children & Youth, 1701 N. Congress, Austin, TX 78701, Texas Education Agency, Division of Special Programs Planning & Implementation

United States Department of Education, Information Services, Office of Educational Research and Improvement, 1200 19th St., N.W. Washington, DC 20208

Here are suggestions parents have about what they would like to be included in parent-teacher conferences.

Making the Most Out of Parent-Teacher Conferences

- Talk specifically about their child and use specific examples.
- Mention things their child is especially enthusiastic about.
- Offer possible solutions to any problems.
- Keep the lines of communication open between parents and teachers.
- Ask parents for their cooperation in joint efforts to help their child.
- State the strengths that the child has: academic, social, or emotional.
- Keep the discussion focused on the child about whom you are having the conference.
- Place this child's progress in perspective by comparing how well he or she is doing in comparison with the rest of the class, students in the district, or national groups (if the information is available).
- Define your grading system and grades (what does a "C" mean in your class?).
- Keep the conference on schedule without taking any more than the allotted time.

Parents Are Most Interested In Learning About:

1. Their child's progress
2. How children learn
3. Ways to help their child do better in school

Teachers Feel It Is Important To Report To Parent(s) About:

1. The child's social adjustment
2. How children learn
3. The child's academic progress

(From a study conducted by Lois B. Hart in Syracuse, N.Y. to determine what information teachers feel is most important to report to parents and what information parents want most to receive from the school.)

What do you think about our school?

Give us 2 minutes of your time...and we'll give you a better school!

When people visit our school, we like to know what they think...about us, our programs, and our services.

Please give us 1 or 2 minutes to share your thoughts with us. Tell us things that you think we should know.

How do you rate your parent-teacher conference?

________excellent ________good ________average ________poor

What part of the conference helped you the most?

How can we improve your conferences?

Do you receive our newsletter? ________yes ________no

What other kinds of information would you like to see in our newsletter?

Please include any general comments you wish to make about our school.

¿Qué piensa de nuestra escuela?

¡Concédanos 2 minutos de su tiempo. . . y le daremos una mejor escuela!

Cuando la gente visita nuestra escuela, nos gusta saber que es lo que ellos piensan. . . de nosotros, nuestros programas y nuestros servicios.

Por favor concédanos 1 o 2 minutos para compartir sus pensamientos con nosotros. Díganos las cosas que usted cree que debamos saber.

¿Cómo califica su conferencia de padre-maestro(a)?

________excelente ________bien ________satisfactoria ________insatisfactoria

¿Qué parte de la conferencia fue de más provecho para usted?

¿Cómo podemos mejorar sus conferencias?

¿Recibe nuestro boletín de noticias? ________si ________no

¿Qué otro tipo de información le gustaría ver en nuestro boletin de noticias?

Favor de incluir cualquier comentario que desee hacer sobre nuestra escuela.

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Journal Writing

"In writing, meaning is not what you start out with, but what you end up with."

Stephen Krashken
Texas Association for Bilingual Education
1989 State Conference

Journal Writing

One of the best ways to learn to write is to write, and a journal might be the very vehicle needed to transcribe the thoughts in a child's head to a piece of paper.

A journal is a record of experiences, ideas, or reflections, usually written in the first person. Entries are dated and kept on a regular basis, preferably daily. Students write about topics of their own choice or choose from a list of topics prepared for them. Whether the topic comes from a prepared list or the student's experience, it is the child's choice and, therefore, becomes relevant and meaningful.

Class schedules can allow 10 to 30 minutes a day for this activitiy. The more experience a child has in using this form of communication, the more writing time he will want. It is important for students to write for a prescribed length of time even if pre-written material is being copied.

An important component of the journal process is sharing. This brings about the simultaneous teaching of reading and writing. Younger children will be eager to read their entries to others, but those who resist sharing should have their wishes respected. Since older students will be more reluctant to share their entries, prior consent should always be obtained.

Journals are "owned" by the students; these are their thoughts, their visions and their lives transcribed on paper. Teachers should avoid correcting journal entries. As students become comfortable with the journal writing process, modeling type techniques can be used to show needed corrections. Post-it-notes or dialogue journals are excellent modeling vehicles.

What It Looks Like

All students are writing in their journals. A time to stop writing is specified on the chalkboard. Some students momentarily stop writing and appear to daydream as they "think" their next word or phrase to put on paper.

The teacher is a facilitator, helping students think of what to write by questioning and encouraging them to verbally elaborate on the chosen topic. While the children write, she walks among them spelling words for some, verbally praising others, patting one on the back, and smiling at another. Her presence seems to say, "I know you have something to say, and I support and encourage you in this process."

The room is generally quiet, but sometimes a child will be especially excited about what he has written and will share it with another student.

The time period comes to a halt. The teacher reminds the students that those who aren't finished can write tomorrow during their free time, or they can even take it home to finish. A request for sharing is made, and several students come to the front of the class to read their entries. It is interesting to see them correct their errors as they read.

What the Literature Says

- Journal writing can be used as a means to discover children's interpretation of the writing system.
- Reading and writing should be taught simultaneously.
- Students advance from dictating stories to their prekindergarten teachers to being self reliant authors.
- Children frequently experiment with different styles of writing **after** they are comfortable with the narrative form and have heard a wealth of material read aloud.
- Most of the literature suggests not correcting grammatical mistakes in journal writing.
- Journal writing has been found effective in increasing the written fluency of limited English speaking students.
- Writing in journals develops confidence in writing ability. Students lose their fear of risk-taking through successful journal writing.
- As students become aware of the "thinking on paper" process, they tend to use journalistic writing to solve problems and to brainstorm for new ideas.

How To Jump Over the Hurdles

- Encourage students to write in the language they are comfortable with.
- Some students run "dry" and need the ideas, so you may want to prepare a list of topics before starting this process.
- Scheduling a sharing time at the onset of this process lets the students know what to expect. It also encourages them to read their thoughts aloud. Their sharing should be optional.
- Individualization is inherent in this process; don't insist on the same topic for all students.

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Date ____________________

Journal Topic ____

Date ____________________

Journal Topic ____

Date ____________

Journal Topic ______________________________

Date ____________

Journal Topic ______________________________

Learning Styles

"If a man does not keep pace with
his companions,
perhaps it is because he hears a different drummer.
Let him step to the music
which he hears, however measured or far away."

Henry David Thoreau

Learning Styles

Learning styles may be described as a set of developmental traits that contribute to our unique characteristics influencing how each of us receives and processes information. These developmental traits include modality preferences such as auditory, visual, tactile, and kinesthetic. Some students prefer a quiet area, others can function in a noisy working environment. Music can be tolerated during study time for some students but not by others. Knowledge of learning styles in the classroom enables the teacher to plan for and instruct students more effectively.

Patterns of learning reflect how students tend to remember information best, and our recognition of these learning patterns increases a student's academic success. For example,writing, listening, note taking, speaking, observing, experiencing, or a combination of these serve as clues to student learning style preference. Most students learn through a combination of modalities but prefer either their auditory, visual, kinesthetic or tactile mode. For example, a child whose main channel for receiving information is auditory might learn 2 × 3 = 6 best by learning it as a song. A kinesthetic child might learn best by chanting the times table while bouncing a ball. Another child may learn best visually. Exhibiting the multiplication facts on large colored posters around the room would be the preferred method for the visual learner. Teachers should attempt different approaches to reach all students. While students may have a preferred modality, do not overlook teaching a student in a modality where he has less strength.

Chronobiology (body's time clock) is also a part of learning styles. Some students learn easier in the morning, and others learn easier during the afternoon hours.

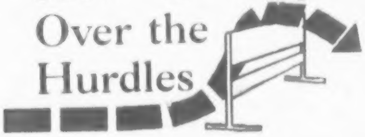
What It Looks Like

The classroom is equipped with learning centers that are filled with a variety of films, computers, books, workbooks, games, video and audio tapes. The teacher is facilitating the students' use of a variety of sensory rich learning materials. Students who learn easier by the tactile/kinesthetic methods are using the typewriter to complete an activity. Paints, crayons, games, sand trays and floor games are available. The teacher guides students through skits, pantomiming, and acting in plays. Some students are drawing pictures, writing about what they have drawn, and creating or using puppets for storytelling. Visual learners are using visual thinking cards and interpreting various patterns; some are reading directions in order to make models. Auditory learners are listening to taped stories and discussing the story aloud. Some students who need more formal structure are at their desks completing an assignment under the teacher's guidance. It is evident this teacher is planning her lessons to use a variety of approaches to learning.

What the Literature Says

- Eight studies within the past decade reveal that students taught with instructional material that matched their learning style achieved higher test scores than they did in mismatch treatments.
- Gifted students generally prefer to learn alone. If material is too difficult for them to master, they prefer to work with other gifted students.
- Between the ages of 4 and 7, children learn best through fantasy, play, and storytelling.
- Students in grades 3-8 learn better in small, well organized groups while students in grades 9-12 experience a greater need to learn alone.
- Small group structure is ideal for children who are frequently reprimanded for not sitting quietly. This allows more opportunities to move about.
- Research supports the idea that night owls and morning people function better at their respective times of day (chronobiology).
- Studies of dropouts, at-risk underachievers, and vocational students indicate that as a group, they are not *morning* people.
- Studies have shown that most students are not morning alert but that most teachers are early morning, high energy people who often experience lows after 1:00 p.m.
- Children are often referred to psychologists because of their consistent hyperactivity. Teachers commented that students did not pay attention to lessons and were unable to sit quietly. Those psychologists reported that most of the students weren't clinically hyperactive; they were children in need of movement. Children were also more mobile if they found the material of little interest.
- Research has substantiated that over 95 percent of hyperactive students are males and that the very same characteristic, when observed in girls, correlates with academic achievement. In school, boys are expected to be passive and their aggressive behavior is rejected. However, society at large encourages male aggression. This paradox could lead to a conflict of roles.
- Most primary children are global/tactile/kinesthetic learners who need to learn to read with holistic reading methods.

How To Jump Over the Hurdles



- Analyze lesson plans to be sure that you have included different learning modalities.

- Learning style techniques are not "frills" but necessary tools to provide help for underachievers and to serve as reinforcement in the classroom.
- Structure activities that are appropriate for individual student needs. Prepare materials for students who feel constrained by the slower group pace. Planning appropriate activities for students may diminish their frustration levels.
- Examine the validity and reliability of learning style identification instruments.
- Carefully consider your own teaching/learning styles. A close match between student's and teacher's learning styles may result in either higher or lower student achievement.

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What Modality Is Your Classroom?

Does an auditory teacher, for example, have an auditory classroom? Below are descriptions of rooms, each emphasizing a different modality strength. Perhaps your organization, instruction, and activities are described in one of these. If so, you may be strongly influenced by modality. And that's fine. You shouldn't ignore your modality strength; capitalize on it! However, if you don't seem to be reaching a particular student, direct your instruction toward that child's modality strength.

The Auditory Classroom

The physical organization of this classroom is not immediately noticeable. Teacher and student desks are grouped together toward the front and center of the room. The chalkboard is at the opposite end of the room from the teacher's desk. There is one bulletin board in the room with a seasonal display on it. Two learning centers and a listening station are along the right side of the classroom.

The listening station has a tape recorder and a record player. There are numerous tapes and records that provide instruction in basic skills, plus some records of sounds and music. Each of the learning centers has a cassette recorder in plain sight. The directions for each center are on cassette tapes.

Instruction in this classroom is mainly in the form of verbal discussion and lecture. Student talk is encouraged, and language lessons are accompanied by much discussion. Reading aloud is stressed. Reading instruction is built on phonics lessons. There are frequent "spelling bees." The children are encouraged to do verbal math problems and games, and respond orally to flash cards. There is a constant "buzz" of activity as students chat back and forth about their lessons and other activities.

The Kinesthetic Classroom

The physical organization in this classroom is not evident at all. The teacher's desk is out of the way in the far left corner. Items on the desk are in disarray; the desk is used mainly as a readily accessible storage space for blocks, beads, jar lids, scissors, and other assorted items. The student desks are in rows parallel to the left wall. The center of the room is open space. Beyond the open space is the chalkboard which shows evidence of much use. The open shelf space contains many items such as blocks, counter models, diagrams, and construction materials. The shelves are organized by activities: art supplies, books, models, student-made materials. Around the room are many examples of student-made art pieces, including macrame, string art, and car and airplane models. The bulletin board near the teacher's desk displays geometric drawings by the children.

Instruction takes place in the open space in the center of the room. Acting out a scene or activity occurs frequently. The teacher provides guidance for fine motor tasks. Verbal instructions are accompanied by models and gestures. The children are encouraged to write spelling words at their desks or on the chalkboard. Unknown words are traced. Each child has crayons that are used frequently.

The Visual Classroom

The physical organization in this classroom is immediately apparent. The student desks are organized neatly in groups facing the teacher's desk. There are several colorfully decorated bulletin boards about the room, each displaying materials relating to some element of the current lessons. There are three learning centers identified by attention-getting artwork. The math center contains graphs and pictures of math examples.

Numerous posters, signs, and pictures are displayed about the room. The letters of the alphabet are in orderly display along the wall opposite the windows.

Much instruction takes place from the teacher's desk. Workbooks, worksheets, and pictorial presentations dominate instruction. Reading is frequently done silently, stressing a sight word approach. Configuration and pictures are used as clues for unlocking new words. Math drill is either from worksheets or flash cards. Spelling is practiced through the use of flash cards. Instructions to the children are often in the form of task cards or printed materials. Art activities are common, usually two-dimensional, with line, color, and shape stressed. Slide films and movies are often viewed to provide instruction or special activity.

General Characteristics of Learning Styles

Visual Learner	Auditory Learner	Kinesthetic Learner
• Thinks in images and pictures – reports clear images when asked to describe thoughts or to recall incidents. May daydream a lot.	• Often thinks in words. Likes to put thoughts on paper; but handwriting may be poor – with a record of reversals.	• Processes knowledge through bodily sensations. Often writes everything – over and over, using the computer or typewriter.
• Can remember details – can find things lost by others. Readily finds assigned page in workbook and may be half way through the lesson before others start.	• Can memorize songs, spoken words. Knows all the words to songs. Has good memory for names, places, dates, or trivia.	• Can take a gadget apart and put it together again. Works well with manipulative curriculum materials.
• Rarely talks in class – or responds in as few words as possible.	• Is seldom quiet – chatters frequently; tries to be funny.	• Usually quiet-preoccupied with many things to play with.
• Notices details – in dress, typing errors, etc. Highly sensitive to change, will react if furniture or objects have been removed or rearranged.	• Reacts to noise level changes. Concentration is difficult when several lesson activities are happening simultaneously in the classroom or learning center.	• Is aware of others' gestures, mannerisms, and behaviors. Probably is great at mimicking their best or worst qualities. Enjoys learning through role playing activities.

Visual Learner	**Auditory Learner**	**Kinesthetic Learner**
• Follows directions better when told. A timid child will copy from others rather than ask for oral directions to be repeated.	• Follows oral directions well. A good example of auditory strengths is when a child, when following directions, can make a telephone call, ask for information, and relay the message back to the teacher.	• Processes knowledge through bodily sensations. Often writes everything—over and over, using the computer or typewriter.
• May have speech problems that make oral expression difficult.	• May exhibit poor performance on group tests of intelligence.	• Moves, twitches, taps or fidgets while sitting in chair.
• Likes to look at books. Enjoys television, movies, slides.	• Likes folk dances and other rhythm activities (in music activities give drums, etc. to auditory learner).	• Enjoys doing things with hands. Likes crafts, such as woodwork, clay modeling, sewing activities, or model building.
• Likes to work jigsaw puzzles or mazes.	• Likes to work crossword puzzles. Is good at word games such as scrabble, anagrams.	• May be consistently making airplanes, hats, fans, etc. from paper.
• Can draw accurate representations of people or things. Pictures are probably well balanced. May spend free time in art type activities.	• Spins tales that become taller and taller. Likes to tell jokes and stories. May need to learn when to stop.	• Typing, drawing, fixing things.

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Visual Learner	Auditory Learner	Kinesthetic Learner
• Likes to look at orderly things—demands neat surroundings. Can easily follow patterns such as setting the table correctly.	• Likes to listen to tapes, records. Enjoys tongue twisters and nonsense rhymes.	• Wants to touch or feel everything. Might rub hand along the wall while in lunch line or walking down hall. Puts hand on door frame when entering or exiting a room.
• Is aware of facial and body language. May watch the teacher's face intently.	• Is responsive to voice tone and rhythm. May easily detect the teachers subtle meanings through the tone of her voice.	• Needs to touch others when talking to them. Thumps buddies. Frequently uses fists to express anger or anxiety.
• Can easily read maps, charts and diagrams.	• Can spell words accurately, easily—if taught in say-spell-say method, can win spelling bees.	• Can excel in activities that require physical dexterity, such as dancing, acting, mimicking, and athletics. (If visual modality strength is lacking, can usually perform well when visual analysis is not required.)

Learning Styles Here Today
Find your modality strengths

Listed below are ten incomplete sentences and three ways of completing each sentence. Check the statement that is most typical of you. Then count the number of checks in each column. This will give you a rough idea of the relative strength of each of your modalities.

	Visual	Auditory	Kinesthetic
1. My emotions can often be interpreted from my:	( ) facial expressions	( ) voice quality	( ) general body tone
2. I keep up with current events by:	( ) reading the news paper when I have time	( ) listening to the radio or watching the television news	( ) quickly reading the paper or spending a few minutes watching the television news
3. If I have business to conduct with another person, I prefer:	( ) face-to-face meetings or writing letters	( ) the telephone, since it saves time	( ) conversing while walking, jogging, or doing something else physical
4. When I'm angry, I usually:	( ) clam up and give others the "silent treatment"	( ) am quick to let others know why I'm angry	( ) clench my fists, grasp something tightly, or storm off
5. When driving I:	( ) frequently check the rear view mirrors and watch the road carefully	( ) turn on the radio as soon as I enter the car	( ) can't get comfortable in the seat and continually shift position
6. I consider myself:	( ) a neat dresser	( ) a sensible dresser	( ) a comfortable dresser
7. At a meeting I:	( ) come prepared with notes and displays	( ) enjoy discussing issues and hearing other points of view	( ) would rather be somewhere else and to spend my time doodling
8. In my spare time I:	( ) watch television, go to a movie, attend the theatre, or read	( ) listen to the radio or records, attend a concert, or play an instrument	( ) engage in a physical activity of some kind
9. The best approach to discipline is to:	( ) isolate the child by separating him or her from the group	( ) reason with the child and discuss the situation	( ) use acceptable forms of corporal punishment
10. The most effective way of rewarding students is through:	( ) positive comments written on their papers, stick ons, or posting good work for others to see	( ) oral praise to the student and to the rest of the class	( ) a pat on the back, a hug, or some other appropriate physical action

Total number of boxes checked _______ visual _______ auditory _______ kinesthetic

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Motivation To Learn

"If you want to move people, it has to be toward a vision that's positive for them, that taps important values, that gets them something they desire, and it has to be presented in a compelling way that they feel inspired to follow."

Martin Luther King
"I Have a Dream"

Motivation To Learn

Motivation can be defined as a force, an influence or drive that encourages a student to perform a particular activity. The amount of effort, persistence, joy, and enthusiasm applied to a task or activity is evidence of motivation. Students demonstrate initiative, self-direction, flexibility, and willingness to take risks when they are motivated. Motivation is seen in the results it produces. Students are motivated to activity as a group or as individuals.

What It Looks Like

Since motivation is specific to each student, multiple activities such as self-checking tasks, small group discussions, cooperative learning, and peer tutorials are happening simultaneously in the classroom. Dialogue journals, computers, and audio-visual materials are also being utilized to assist learning.

The desks are arranged in a pattern based on student need with instructional bulletin boards to support instruction. Students move freely from one learning center to another, but it is evident that the structure of the classroom environment motivates learning. Students recognize and understand what is expected of them.

Multi-sensory involvement is present. Students are working on computer programs, listening to tape recorders, completing science experiments, or putting the finishing touches on an art project. Self-check materials are available for immediate feedback. There is a great deal of interaction (questions, discussion and movement). The teacher is acting as facilitator, redirecting, prodding, encouraging, and extending learning in a positive manner. Excitement is in the air and students are encouraging other students and sharing what is happening with each other and with the teacher.

GROUP EVALUATION

••• Outstanding •• Excellent • Good

Group Behavior	Group I			Group II			Group III		
our group actively participated in all assignments									
our group completed all classwork									
our group followed class rules									
our group displayed courtesy and respect for others									
our group followed teacher's directions									

Group management charts are posted in the classroom for students to recognize their accomplishments and to increase student pride and self-assurance. A chart is often used in the classroom to increase or improve student motivation. Charts may serve as a positive reinforcer of appropriate classroom behavior. Content area skills or behavior skills can be charted over a predetermined period of time. The example shown incudes spaces for three entries which could cover each week of a three-week period. The symbols will vary with teacher preference: a colored pen or mark, adhesive-backed dots, checks, or cartoon and seasonal stickers are possible choices.

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What the Literature Says

- The amount of effort and the value a student places on a task greatly influences the success or failure of a task.
- A prescribed curriculum often challenges teachers to seek new methods to motivate students to perform well academically.
- Arrange reinforcement or rewards almost immediately after a correct response or performance. When choosing a reinforcer, carefully consider the student's age, interest, likes and dislikes. Encourage students to plan and discuss behaviors that need to be strengthened.
- Consider both novel and natural reinforcers. Using them interchangeably will increase their effectiveness. Repeated use of the same reinforcer can lead to boredom and decreased motivation. For example, begin with tangible rewards for students such as food and stickers (extrinsic motivation). Next, think about natural reinforcers such as recognition and privileges that can be provided more easily. Then gradually continue to move toward reinforcers that promote intrinsic motivation like verbal praise and positive remarks. For example, "fantastic job," "super," "hot shot" and other positive phrases tend to encourage students to continue succeeding.
- To be effective, the student must be given the reinforcer only **after** performing the targeted behavior. Establish a rule or statement that includes a contingency. For example, "IF you complete four fraction task cards before lunch THEN you may have an extra 10 minutes in the learning centers." These types of statements establish a clear and explicit relationship between performing the task and obtaining the reward.

How To Jump Over the Hurdles

- Rewards must be selected carefully; they must be something the student desires and are usually distributed immediately. Be sure to follow through with promises—be consistent.
- Rewards will vary from student to student. Obtain feedback from students through verbal responses, discussions, and group activities. Try to understand what motivates individual students. Consider the use of group rewards for recognizing collective student achievement, such as a field trip to the zoo or a hamburger place.
- Recognize the differences between rewards and bribes. Reward or praise students only after the task has been completed. Refrain from promising a student a reward to merely begin a task.

- Rewards must have limitations. Before planning for instruction and rewards, be sure to consider the student's age, level of maturity and developmental level.
- Recognize the needs of students who make the transition from one classroom to another. Meet with the previous teacher and cooperatively discuss plans for assisting the student in making the adjustment from a classroom where the teacher practiced different motivational techniques.
- Weaning students from extrinisic motivation to intrinsic motivation should involve moving from tangible rewards to verbal praise that can boost self-confidence and build positive self-esteem.
- Items used as extrinsic motivators should be educationally oriented, such as fancy erasers, pencils and games rather than water guns and gum.

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Strategies for Developing Intrinsic Motivation

Inviting Success—communicating to students that they are responsible, able and valuable:

- talking directly to students
- using students' names
- giving all students time and attention
- listening with care and respect
- providing opportunities for students to actively participate in class
- developing class spirit
- promoting cooperation

Cooperative Learning:

- group students heterogeneously
- structure activities to promote positive interdependence
- promote shared responsibility for leadership within groups
- teach leadership, communication and conflict management skills
- focus on group process as well as tasks

High Expectations:

- provide proximity to teacher for all students
- provide equal opportunities for student participation
- communicate high expectations equitably

Set Induction—prepare students for learning:

- use a perplexing question
- use objects or activities to focus on lesson to be taught
- direct students to think about concepts and skills to be taught

Interaction:

- increase student involvement and participation
- ask open ended questions
- provide opportunities for students to share personal experiences and opinions
- wait 5 seconds after asking a question
- ask divergent and higher order thinking questions

T. McDaniel, 1984

Primary Language Instruction

"An actively literate person is constantly thinking, learning, and reflecting, and is assuming the responsibility for continued growth in personal literacy."

Routman
Transitions

Primary Language Instruction

Primary language instruction is using a student's home language to teach initial concepts in the content areas, provide language arts skills development for oral and written use, and as a medium of instruction for math, science, and social studies. The overall goal is to help students master the language used in formal school and acquire language tools for use in all contexts. In bilingual education classrooms, strong primary language instructional components are predictors of the success that students can achieve in English. An assessment process identifies and classifies students as English proficient or limited English proficient when they enter school. The classification, limited English proficient, is determined by the degree of language proficiency in English. In Texas public schools, bilingual education must be offered when 20 or more limited English proficient students are identified at any one grade level in a language category. Bilingual education programs have six components:

1. Basic concepts are taught in the primary language, as is orientation to the school environment.
2. Basic skills in language arts are taught in the primary language.
3. Basic skills in language arts are taught in English using second language methods.
4. Subject matter and concepts in science, social studies, and mathematics are taught in the primary language.
5. Subject matter and concepts in science, social studies and mathematics are taught in English using second language methods.
6. Instill in the student confidence, self assurance, and a positive identity with his/her cultural heritage in the primary language and English.

In a bilingual education classroom, primary language instruction can also be woven into components three and five. Variables such as the expertise of teachers and program schedules influence the classroom design.

Generally, the first question that a teacher asks when assigned to a bilingual classroom is "How do I teach the content areas?". The answer is "You teach the content areas in the primary language as you would in English." Good teaching skills and methods transfer from one language to another. The critical aspect of bilingual programs is how the languages are used in the classroom. Language usage refers to program design, balance of the two languages, and other factors influencing language choice for instruction. A student's substantial knowledge base in the primary language will readily transfer to English, especially when the vocabulary is provided through component five.

Other strategies described in this guide, such as cooperative learning, journal writing and whole language, can be combined with primary language instruction to provide an effective learning environment.

What It Looks Like

In this classroom, the students' primary language has been identified as Spanish. The teacher is certified at the designated level and has a bilingual endorsement. She has the expertise to teach the content areas in both Spanish and English and English through second language methods. The teacher is sensitive to the culture of all the students and incorporates these cultures into the curriculum across all content areas.

The same series of textbooks in Spanish and English have been adopted for use in the classroom, which facilitates addressing the essential elements in both languages. The teacher has analyzed other curricular and instructional aids to ensure compatibility with textbook and district objectives.

She is teaching a language arts lesson in Spanish to a group of four students. The same concepts will be reinforced in English during the English as a second language instruction. The room is full of visual stimuli, including Spanish labels on furniture and pictures, many of which reflect the rich cultural heritage of the students. Word charts are posted, as are samples of students' work. One group of students is busily writing in their dialogue journals, referring to dictionaries, word charts, and conversing with each other as they search for the vocabulary words they want to use. Later the teacher will respond to their journal entries, making comments about the content and modeling correct language usage in her responses.

Several students are working at computers writing stories which they will later illustrate with colorful drawings. Some students are at listening centers reading along with tapes of high-interest, colorfully illustrated books written in Spanish. It is clear that the teacher has established the following goals for her primary language arts class:

- Listening skills
- Speaking skills
- Basic reading skills
- The mechanics of language
- Competence and creativity in oral and written communication
- Effective language skills for use in daily life as well as in academic settings.
- Effective language skills to master essential elements of all required subjects.

These skills, if well developed, will transfer readily to English, which is provided through the English as a second language (ESL), language and content area components.

What the Literature Says

- All research findings in studies that have been methodologically well done show that the longer students remain in a quality bilingual program, the more successful they are in school achievement in both first and second languages.
- Successful teachers of limited English proficient students generally exhibit interactive teaching behaviors. These behaviors are found to be related to increased student performance on tests of academic achievement in reading and mathematics (Tikunoff, 1985).
- Integration of language development with academic skills development enables the acquisition of English terms for concepts and content even when the primary language is used for a portion of the instruction (Tikunoff, 1985).
- The instructional intent of successful teachers of limited English proficient students is congruent with how they organize and deliver instruction. They communicate high expectations of learning and have confidence in their own ability to teach all students (Tikunoff, 1985).
- Researchers hypothesize that language is learned through the "monitor theory," which states that there are two independent systems for development of a new language; the subconscious language process "acquisition" and the conscious language process "learning." Children learn using the natural process or "acquisition" of language, which occurs with little or no formal language instruction. "Learning" of a language occurs with the conscious effort of correcting errors and explicit teaching of language structures and rules (Krashen, 1981).
- Language learning (Cummins 1979a, 1980, 1981b) occurs at different levels of complexity. One level of language proficiency, basic interpersonal communication skills, includes the ability to handle complex conversation using contextual and situational cues to meaning, or to communicate in social and familial situations. A second level of complexity, cognitive academic language proficiency, is the ability to involve language which is context-reduced and highly demanding cognitively. Here, students communicate academic knowledge.

How To Jump Over the Hurdles

- Be sensitive to the complexities of the language variations represented in the class and the appropriate teaching methods to use at each level. For example, a student may enter school with five years of academic schooling in Spanish; while another student may enter at age 10 with no previous schooling. These different levels of primary language and English literacy require different instructional methods and curriculum.

- Languages change and students' levels of language and academic proficiency vary. Languages influence each other through geographic and/or social isolation. Learning language in the school environment ensures the development of the new language. Language proficiency and academic learning do not automatically occur at the same rate or level of difficulty.
- Supplemental instruction for limited English proficient students should be in the same language that the regular teacher uses to provide concepts being supplemented. Language use should be coordinated to ensure positive student learning outcomes on district objectives and national achievement tests.

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Guidelines for Identifying English Proficient Students

Grade	Use These Data	Use These Criteria	Classify Student As
PK	Home Language Survey	English only →	English proficient
		Language other than English, AND	
	Informal Language Inventory Oral Language Proficiency Test, or Other appropriate instrument	Above cut-off score →	English proficient
		Below cut-off score →	Limited English proficient
K-1	Home Language Survey	English only →	English proficient
		Language other than English, AND	
	Oral Language Proficiency Test	Below cut-off score →	Limited English proficient
		Above cut-off score →	English proficient
2-12	Home Language Survey	English only →	English proficient
		Language other than English, AND	
	Standardized Achievement Test (Reading and Language Arts sections)	Both above 40 percentile →	English proficient
		Either below 23 percentile →	Limited English proficient
		23-40%, AND	
	Oral Language Proficiency Test	Below cut-off score →	Limited English proficient
		Above cut-off score, AND	
	TEAMS and Essential Elements	Non-mastery →	Limited English proficient
		Mastery, AND	
	Other information: 1. Written recommendation of current/former teachers 2. Grades in current/former years 3. Recommendation of parent 4. Results of: a. Criterion-referenced tests b. Diagnostic tests c. Informal assessment instruments 5. Progress on a continuum 6. Student interview	Below local criteria →	Limited English proficient
		Above local criteria →	English proficient

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Questioning Strategies

> *"To get students to think seriously about what they are learning, a course must raise unsettling questions, keep them constantly in view, and show that 'knowledge' provides the answers to them."*
>
> *Grant Wiggins*

Questioning Strategies

A questioning strategy provides a framework for determining the questions that are to be asked in the classroom. Questioning strategies are carefully thought out plans involving a sequence of steps designed to achieve a given goal. These strategies provide a framework for interacting with students.

Questioning strategies can have four possible functions: centering, expansion, distribution, and ordering. The **centering** function of a questioning strategy tries to focus students' thinking on a particular topic or aspect of a topic. A discovery lesson would be an example of a teacher guiding students through questions to arrive at important perceptions and facts. **Expansion** questions guide students to expand or extend their thinking. Questioning strategies emphasizing explanation produce divergent thinking. The **distribution** function aims at involving all students. It is the teacher's goal to "distribute" questions to allow as many students as possible to participate in class sessions, thereby preventing students from mentally dropping out. The final function of these strategies is **ordering.** Specific questions are asked for the purpose of classroom management. The order function physically manages and emotionally supports students in order to maintain an appropriate classroom atmosphere.

Using a variety of questions and questioning strategies contributes to creating an exciting and student centered learning environment in the classroom. There are five general strategies for asking questions. The chart below identifies these strategies and their attributes. It is important to note that these are five *general* strategies and that there are many *specific* strategies which a teacher may use.

STRATEGY	ATTRIBUTE
Mixed Strategy	Vary the type of questions asked of students. Include information-process questions that result in varied responses. These may be yes/no answers or responses with several answers.
Peak Strategy	Ask a student a question and continue asking that student reflected questions before going on to another student. Use this strategy when primarily concerned with the thinking process of a given student.
Plateau Strategy	Ask a series of questions of the same type to a group of students before moving on to the next type of question. Use this strategy when you wish to emphasize that generalizations and conclusions need to be based on a cluster of facts, comparisons or causes.
Inductive Strategy	Ask questions that lead students to make generalizations or general propositions after examing specific facts about events, people, objects or places.
Deductive Strategy	After the teacher offers a premise which is conditional, allow students to examine the premise for validity and draw a conclusion.

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What It Looks Like

A required seating arrangement is not necessary to implement questioning strategies. However, this particular classroom is set up with students sitting in rows. The room is attractive and students' work is displayed around the room. The teacher is beginning the remedial language arts class with a writing lesson. He displays a water pollution device, (which will later be used by the students in science class). The teacher begins the lesson by soliciting student questions about the scientific instrument:

Teacher: You know that this is a scientific instrument. What questions do you have for me?

Student A: Is it something that measures air?

Teacher: No.

Student B: Do you use it to. . .?

Through the questioning activity, students have determined important information and attributes of the subject . The information is written on the board and reviewed. Students are asked to write a paragraph describing how the instrument is used. As the group begins the assignment, the teacher calls on four students who are limited English proficient to join him in a review of yesterday's lesson on the writing process. Each student brings their composition folder to the small group, and the teacher asks them to select their best writing sample.

Teacher: Why did you select this particular writing? (analysis)

Student: I liked writing about my travels to Washington to pick apples.

Teacher: What specific part of this writing do you like? Dislike. (application)

Student: I liked the way I used adjectives to describe the road and the truck we were traveling in. I don't like the way I ended the story.

Teacher: The paragraph you wrote is a descriptive paragraph. Can you tell me more about the way the road looked and felt? (expansion)

In these small group or individual conferences, the teacher models how authors should look at a composition and the approach they should take to revise their writing. Questioning strategies assist the students to develop their skills for scrutinizing their own or their peers' writing. The questions can train students to think through the composition and build their confidence as writers.

The key to good questioning is to use various types of questions, differing the levels of the questions (recall, application, etc.), involving all students, and providing sufficient wait time for students to respond.

What the Literature Says

- Eighty percent of the average classroom day is occupied with teacher questions and answers. The questions tend to focus on the recollection and recitation of facts. To improve instruction, develop questions that stimulate reflective thinking.
- Teaching strategies which involve extensive questioning are a strong positive influence on students' cognitive performance.
- An increase in divergent questions can significantly increase divergent responses from students.
- Teachers tend to wait longer for responses from more capable students.
- Increasing the time allotted to students for reflection before responding to teacher questions (wait time) can produce a number of student behavioral changes. These are detailed in the chart below:

Increasing wait time can:

1. increase length of student responses,
2. increase the number of unsolicitated appropriate responses,
3. decrease the number of failures to respond,
4. increase student confidence in responding,
5. increase speculative thinking,
6. decrease teacher-centered teaching,
7. increase student provided evidence preceding or following inference statements,
8. increase number of student questions,
9. increase contributions of slow students, and
10. increase the ways students structure, solicit and react to questions.

Rowe, 1974

How To Jump Over the Hurdles

- Avoid the tendency to emphasize recall questions. As you plan the questions you will use in a lesson, include more critical thought provoking questions.

- Increase the time you allow students to think through their answers. Waiting three to five seconds increases the chances of student response.
- Involve all students in the questioning process by drawing a quick sketch of the classroom and keeping a tally of questions directed to students. This can help you identify individual students or sections of the class you are overlooking. Ask a colleague to observe and give you feedback on your questioning distribution. Another technique is to put all of the students names on a small strip of cardboard (cut up 3 × 5 card), and place these in a small basket. Then direct the questions to the students as you draw their names from the basket. To avoid students' tendency to "turn off" after being called on, put names in the basket twice.
- To develop questions that encourage discussion, avoid yes-no answers. Ask open ended questions that prompt students to apply previously learned information and their own experiences as they analyze and evaluate the content of the lesson.
- A complex question does not necessarily reflect higher level questioning. Sometimes students cannot respond because the question is too vague or ambiguous. Each student question should be explicit and have a single focus.

Socratic Discussion

In Socratic discussion the teacher probes and elicits thoughts, allowing students to develop and evaluate their own thinking process. By encouraging students to slow down their thinking and elaborate, Socratic discussion gives students the opportunity to develop and test their ideas and beliefs, and synthesize them into a more coherent and better-developed perspective. Socratic discussion is an exercise in participation structured to take the student from the unclear to the clear, from the unreasoned to the reasoned, from the implicit to the explicit, from the unexamined to the examined, from the inconsistent to the consistent, from the unarticulated to the articulated.

Socratic discussions will help a student acquire the techniques to use in learning the more advanced skills. Being a participant in this technique will not only benefit each student, but will increase the questioning skills of the teacher.

Suggested Use of Socratic Discussion

- Have an initial exploratory discussion about a complex issue which the students break down into simpler parts. Students choose the aspects they want to explore or research. Then, in an issue-specific discussion the students share, analyze, evaluate, and synthesize their work.
- The class can participate in a "fishbowl" discussion. One third of the class sits in a circle, and discusses a topic. The rest of the class, (in a circle around the others) listens, takes notes, then discusses the discussion.
- Assign an essay asking students to respond to a point of interest made in a discussion.
- Have students write summaries of their discussions immediately afterwards. They may also add new thoughts or examples and provide further clarification. These notes may be shared later.

Suggested Questions for Socratic Discussion

It is helpful to recognize, in light of the universal features in the logic of human thought, that there are identifiable categories of questions for the adept Socratic questioner. Here are some examples of generic questions in 6 different categories:

Questions that Probe Assumptions

- What are you assuming?
- What is Karen assuming?
- What could we assume instead?
- You seem to be assuming __________. Do I understand you correctly?
- All of your reasoning is dependent on the idea that __________. Why have you based your reasoning on __________ rather than __________?
- You seem to be assuming __________. How would you justify taking this for granted?
- Is it always the case? Why do you think the assumption holds here?

Questions that Seek Clarification

- What do you mean by __________?
- What is your main point?
- How does __________ relate to __________?
- Could you put that another way?
- What do you think is the main issue here?
- Is your basic point __________ or __________?
- Let me see if I understand you; do you mean __________ or __________?
- How does this relate to our discussion/problem/issue?
- What do you think John meant by his remark?
- Jane, would you summarize in your own words what Richard has said?. . .Richard, is that what you meant?
- Could you give me an example?
- Would this be an example: __________?
- Could you explain that further?
- Would you say more about that?
- Why do you say that?

Questions that Probe Reasons and Evidence

- What would be an example?
- What are your reasons for saying that?
- What other information do we need to know?
- Could you explain your reasons to us?
- But is that good evidence to believe?
- Are those reasons adequate?
- Is there reason to doubt that evidence?
- Who is in a position to know if that is the case?
- What would you say to someone who said __________?
- Can someone else give evidence to support that response?
- By what reasoning did you come to that conclusion?
- How could we go about finding out whether that is true?
- How do you know?
- Why did you say that?
- Why do you think that is true?
- What led you to that belief?
- Do you have any evidence for that?
- How does that apply to this case?
- What difference does that make?
- What would convince you otherwise?

Questions about Viewpoints or Perspectives

- You seem to be approaching this issue from __________ perspective. Why have you chosen this rather than that perspective?
- How would other groups/types of people respond? Why? What would influence them?
- How could you answer the objection that __________ would make?
- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Ken's and Roxanne's ideas alike? Different?

Questions that Probe Implications and Consequences

- What are you implying by that?
- When you say __________, are you implying __________?
- But if that happened, what else would also happen as a result? Why?
- What effect would that have?
- Would that necessarily happen or only probably happen?
- What is an alternative?
- If this and this are the case, then what else must also be true?

Questions about the Question

- How can we find out?
- How could someone settle this question?
- Is the question clear? Do we understand it?
- Is this question easy or hard to answer? Why?
- Would __________ put the question differently?
- Does this question ask us to evaluate something?
- Do we all agree that this is the question?
- To answer this question, what questions would we have to answer first?
- I'm not sure I understand how you are interpreting the main question at issue.
- Is this the same issue as __________?
- Can we break this question down at all?
- How would __________ put this issue?
- What does this question assume?
- Why is this question important?

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The Art of Questioning

- Pause after asking a question.
- Avoid questions with yes/no answers.
- Avoid answering my own questions.
- Follow up student response with "why?"
- Limit questions which rely completely on memory.
- Avoid directing a question to a student for disciplinary reasons.
- Avoid repeating a student's answer.
- Follow up a student's response by fielding it to the class or to another student for a reaction.
- Insist on attentiveness during question periods.
- Avoid give-away facial expressions to student responses.
- Make it easy for students to ask a question at any time.
- Avoid asking questions that contain the answer.
- Ask a question, give wait time, then call on a student.
- Ask questions that are open-ended.
- Do not label the level of difficulty of a question.
- Leave an occasional question unanswered at the end of the period.
- Replace lectures with a set of appropriate questions.
- Avoid asking for *verbal* group responses.
- Keep the students actively involved in the learning process.

David Johnson, *Every Minute Counts*.
Dale Seymour Publications Box 10888
Palo Alto, Calif. 94303, 1982.

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Question Type	Student Activity	Examples
Knowledge	Recalling facts or observations. Recalling definitions	1. *Who?* 2. *What?* 3. *Where?* 4. *When?* 5. *Why?* (if cause is given.) 6. *Define* (the word *gubernatorial*).
Comprehension	Giving descriptions. Stating main ideas. Comparing.	1. *Describe* (what happened in our experiment). 2. *What is the main idea* (of this paragraph)? 3. *How are* (these two countries) *alike? How are they different?*
Application	Applying techniques and rules to solve problems that have a single correct answer.	1. *If* (Bill has 49 cents), *how many* (8-cent balloons) *can he buy?* 2. *What is* (the latitude of Moscow)? 3. *Classify* (these poems as ballads, sonnets, or odes).
Analysis	Identifying motives or causes. Making inferences. Finding evidence to support generalizations.	1. *Why* (did the Bat-Poet write poems)? 2. *Now that we've studied this, what can we conclude about* (life in Germany)? 3. *What does this tell us about* (the author's attitude toward war?) 4. *What evidence can you find to support* (the principle that air expands when heated)?
Synthesis	Solving problems. Making predictions. Producing original communications.	1. *Can you think up* (a title for this drawing)? 2. *How can we solve* (this dilemna)? 3. *How can we improve* (our experiment)? 4. *What will happen* (now that we've landed on the moon)? 5. *What do you predict would happen* (if this lake were to run dry)?
Evaluation	Giving opinions about issues. Judging the validity of ideas. Judging the merit of problem-solution. Judging the quality of art and other products.	1. *Do you agree* (with Kathy)? 2. *Do you believe* (that this is the best way to proceed)? 3. *Do you think* (that it is right to execute convicted murderers)? 4. *What is your opinion* (on this matter)? 5. *Would it be better* (to do it this way)? 6. *Which* (painting) *do you like?*

Higher Cognitive Questioning, Far West Laboratory

This form may be used by a teacher or observer to evaluate the distribution of questions.

Teacher-Pupil Question Inventory

Teacher ______________________ Date Observed ______________________

Grade ______________________

Lesson Objective ____

1. Memory
2. Comprehension
3. Application

Indicate the level of question by using a 1, 2 or 3.

First Five Minutes

Teacher's Questions

Response

Pupils' Questions

Response

Second Five Minutes

Teacher's Questions

Response

Pupils' Questions

Response

Third Five Minutes

Teacher's Questions

Response

Pupils' Questions

Response

Fourth Five Minutes

Teacher's Questions	
Response	
Pupils' Questions	
Response	

Fifth Five Minutes

Teacher's Questions	
Response	
Pupils' Questions	
Response	

Sixth Five Minutes

Teacher's Questions	
Response	
Pupils' Questions	
Response	

Tutoring

"One-to-one tutoring is the most effective form of instruction known."

Robert E. Slavin
Director, Elementary School Program
Center for Research on Elementary
and Secondary Schools

Tutoring

Tutoring is a one-to-one, (or one-to-small group) learning strategy that provides an alternative learning format for students who have encountered difficulties in learning. A tutor can be a teacher, student, adult from the community, or even a computer program. The tutorial place varies depending on the number of participants and their needs. Tutorial sessions are generally held before school, after school, or on Saturday mornings. They can be from 10 minutes to an hour in length. Two important components of a tutorial program are administration and training. Tutorial programs require an assessment of each student's needs, scheduling, tutor training and evaluation of the program.

The chart below identifies many possible tutorial arrangements.

Tutorial Arrangements

Who can be a tutor?	Who can be a tutee?	Where can tutorials be located?	When can tutorials be held?	Who can train tutors?	How can tutors evaluate tutees?
• teacher • peer • high school student • college student • parent • adult from the community • computer program	Any Preschool to high school student in need of short or long term assistance in basic and/or higher level thinking skills	• quiet areas of the classroom or library • whole classroom settings • available office spaces or other rooms on the campus • out-of-doors	• before school • during school • after school • on the weekend	• teacher • former tutor • outside consultant • school specialist • administrator	• test grades • teacher observation report • informal tutor testing • parent verbal or written report • tutee self evaluation • attendance records

What It Looks Like

It is Saturday morning and tutorial sessions are being held in the library area. Here, in addition to the books that are shelved round about, there are small round tables, listening stations, computer set-ups, movable dividers, and cozy pillowed spots.

Multiple tutorial activities occur simultaneously in this area.

- A student is working on a computer program with a peer tutor.
- A teacher and several students are discovering equivalent fraction concepts by manipulating cuisenaire rods.

- A group of four students is sitting on the floor playing a vocabulary board game.
- A headphoned student is holding a book and softly reading along with a cassette.
- Three students and a senior citizen tutor are sitting at a round table writing in dialogue journals.
- A student is reading aloud to his tutor in one of the pillowed areas.
- One student is showing flashcards to another student who records the answers on a tablet.

The noise level rises and falls with the interactions of the groups. The louder groups are set apart. A group gets up and moves behind dividers for more privacy.

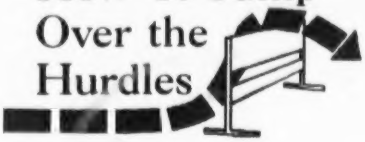
Any one of these tutorial arrangements could be happening in a small office or in a quiet corner of a classroom, for the strategy can take place anywhere. What is important is the intensive one-to-one teaching/learning that occurs.

What the Literature Says

- Characteristics of a successful tutorial program are:
  - a highly structured and carefully prescribed lesson format
  - remedial lessons based on the student's classroom curriculum
  - daily teaching of an identified skill until mastery occurs
  - careful consideration given to frequency and duration of tutoring lessons
  - systematic *training* of the tutors
  - positive class climates with active supervision
  - continuous monitoring
- The use of at-risk junior high and senior high students as tutors has been beneficial for the tutors. Their truancy rates dropped, class tardies decreased, and more positive attitudes toward school developed.
- When using college students or community members as tutors, communication between the school coordinator and tutors is paramount. This communication is needed in order to determine content of lessons, lesson sites and transportation arrangements, if necessary.
- Handicapped students tutoring regular class students has resulted in both student groups showing gains.
- Tutorial programs using grandparents to read to younger students have been found to be successful.

- As the ratio of tutees to tutor increases, the instructional effectiveness decreases. The most effective instructional size is a one-to-one ratio.

How To Jump Over the Hurdles



- One main hurdle to overcome in this strategy is administration, which includes training the tutors and coordinating each tutee's and tutor's schedules. These tasks can be coordinated by a campus administrator, a volunteer, teacher or teacher aide.
- Tutor training focuses on increasing student self esteem and exploring different methods to teach content taught in class.

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Personal Weekly Schedule

Student Name ______________________________

Week of ______________________________

This form may be used to schedule study time for homework or tutoring assignments.

Class Period Subject	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
1.	Homework: Study time:	Homework: Study time:	Homework: Study time:	Homework: Study time:	Homework: Study time:	Homework: Study time:
2.						
3.						
4.						
5.						
6.						

14.5

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Monthly Schedule

Month ____________________ Year ____________________

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐

Whole Language

"A child's linguistic knowledge cannot 'grow'
without a parallel development of
his/her ability to use that language."

Whole Language

"Whole language is an attitude of the mind which provides a shape for the classroom." (Goodman 1986) The basic premise of this approach is that learning proceeds from the whole to the parts; there are no unrelated lessons in grammar, spelling, or reading. Rather, learning language is a relevant and meaningful whole when the function of language matches the purpose of the child. This strategy does not allow the basal reader to dominate the reading program with fragmented lessons on subskills (finding details, identifying main ideas, or understanding cause and effect). All literacy skills (listening, speaking, reading, and writing) become interrelated in and among the subject areas with language skills being pulled together under a thematic unit approach. Put simply, this approach allows students to learn reading and writing as they solve problems using reading and writing as tools.

What It Looks Like

When you visit a classroom where the whole language approach to instruction is used, you see a child-centered environment where students are working together to solve problems.

In this classroom intermediate age students are interacting in activity centers revolving around the theme, "Rivers of Our Country." The noise level is higher than usual in this busy room as children are engaged in different levels of participation in the learning center areas.

Hanging on the front wall is a contract titled "Classroom Rules and Consequences" which has been developed and signed by the students and teacher. The other walls are "print-rich" with maps, student creations, word wheels, and ideas from a brainstorming session. The room's furniture is arranged so students can work together or alone in the centers. The labeled centers read "Books & Other Necessary Resources," "Writing Corner," "Cartographers at Work," "Water Projects," and "Mailboxes."

"Books and Other Necessary Resources" is the largest center, and several different learning activities are occurring here. The check-out system is controlled by the students. A small group is using reference books to edit one another's written drafts. One student has checked out a topographical map and is headed toward the "Cartographers" center to begin making his own map, while a couple of girls are viewing a filmstrip. The following resources are on the shelves in this area:

- encyclopedias, dictionaries, books, magazines
- merchandise catalogs, newspapers, telephone directories, student publications
- filmstrips, cassettes, videos

- basal readers, teacher guides, different levels of textbooks

Moving on to the "Writing Corner" you observe students composing their river books on the computers. Colored paper, markers, and other graphic aids are here to use for book illustrations.

In the "Water Projects Area" two students are working on a poster illustrating the water cycle. Two more students are working in and around a large glass aquarium completing their simulation of the Colorado River.

The last center is the "Mailbox" area which is used for communication exchange between teacher and students. Colored poster boards have been rolled into cylinders and then stapled together to simulate mailboxes. Inside these cylinders are teacher and student interactions—dialogue journals, notes, and student work.

What the Literature Says

- Learning language is easy when it is needed and available. (Children born into bilingual or multilingual settings learn to understand all the languages of their surroundings and to speak the ones they need to.)
- A learning activity is meaningful if children can bring meaning to it. Children need to see a purpose in their activities.
- Cognitive and social benefits are fostered by having students work cooperatively.
- Learning takes place in social interaction.
- This holistic approach provides for an in-depth short term focus on a particular topic and allows for students to experience numerous opportunities to share and to learn from each other.
- A theme approach presents a way that all contents can be integrated into a class curriculum.
- Holistic instruction generates student/teacher interest and motivation.

How To Jump Over the Hurdles

- It may be necessary to explain the whole language approach to those who are accustomed to quiet orderly classrooms. A tour of the classroom, with students in each center explaining what they are doing, will help a visitor understand the whole language approach, and give the students an opportunity to clarify their own thinking.

- Teacher familiarity with each student's background will facilitate student progress.
- Knowledge of how language use develops enables teachers to monitor and support that development in a whole language classroom.
- To facilitate organization and planning, review district curriculum objectives and chart possible thematic topics for the entire school year. The initial work load may seem almost overwhelming, but this planning will greatly facilitate activity selection and center construction.
- More than one tool is necessary to evaluate student progress; the following list of suggestions will help in evaluation:

IN THE EARLY GRADES

1. Observation of students
2. Anecdotal records
3. File folders for each child
4. Monthly writing samples
5. Scrapbooks
6. Teacher's logs/conference binders
7. Audio and video productions
8. Checklists
9. Parent surveys
10. Standardized tests
11. Conferences

IN THE UPPER GRADES

1. Learning profiles
2. Strategies students are using
3. Attitudes toward their own development
4. Conference, literature, writing and learning logs.
5. Anecdotal records
6. Checklists
7. Samples of students' work
8. Self-evaluations
9. Projects and representations
10. Formal tests

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Characteristics of a Whole Language Classroom

The curriculum is comprehension-centered and child-centered.

Choice and decision-making are integral parts of the curriculum.

Familiar language is brought into the classroom.

Real language experiences that come from real children are used.

Students learn things in context; constructing meaning is a priority throughout the program.

Activities provided assist children in creating meaning out of their experiences with language, both oral and written.

Activities which extend literature experiences are used.

Discussion and sharing of ideas are encouraged; children are supported in their efforts to communicate and become good listeners.

Students are read to daily.

Students read and write on a daily basis.

Students read to themselves daily.

Students are given time to work through the reading and writing process.

Reading and writing strategy instruction is given when appropriate.

Students share book experiences.

Reading: Student Progress Check-List

+ Good progress
− Fluctuate
× Needs to develop

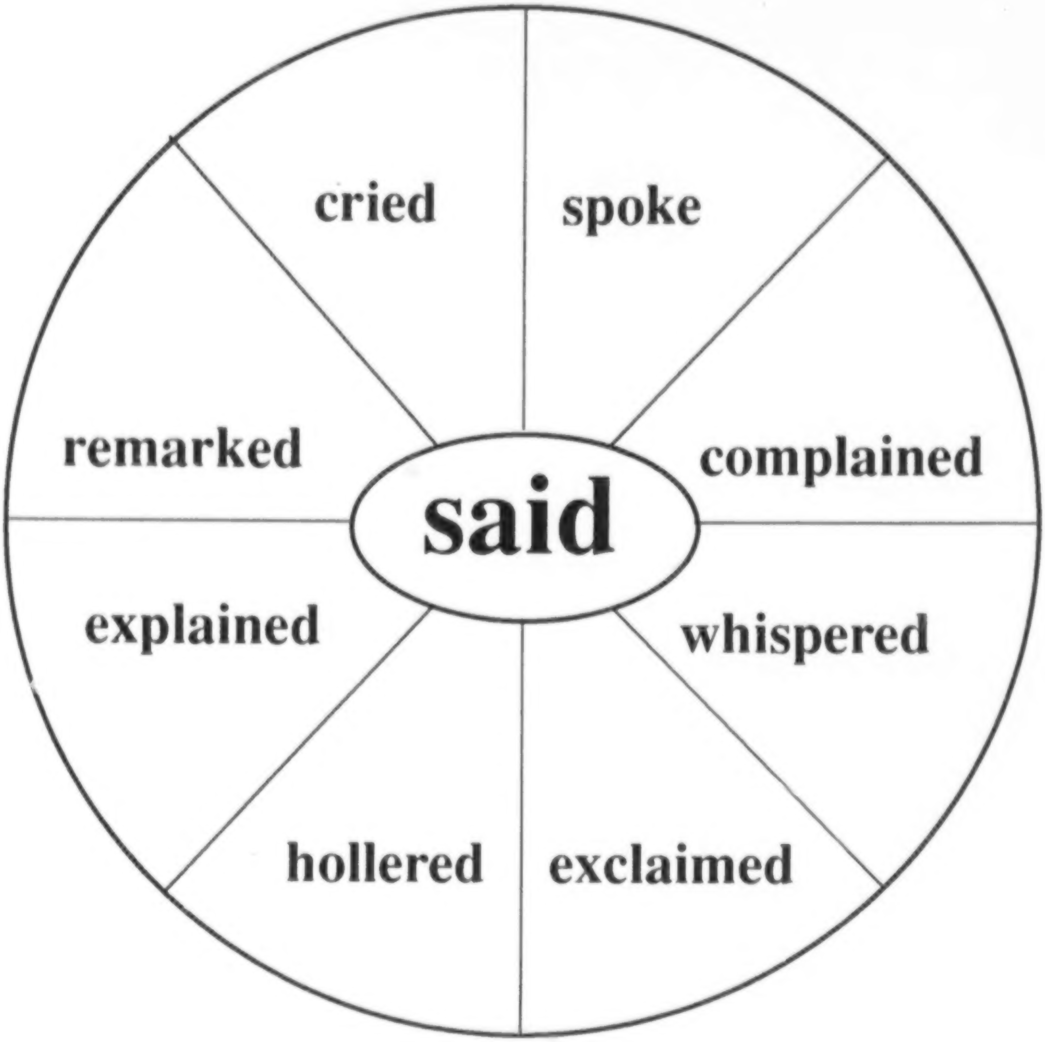
Student ______________________ Grade Level __________

BEHAVIOR	PROGRESS CHECK (enter the date checked)									
Reading Fluency Date:										
• Shares enjoyment of books										
• Chooses books from different categories										
• Chooses books at appropriate level										
• Checks out or borrows books										
• Brings books from home										
• Writes about reading										
• Sees reading as content learning										
During Reading Date:										
• Reads aloud fluently										
• Reads for meaning										
• Brings background knowledge to text										
• Predicts text										
• Personalizes text										
• Successfully corrects miscues										
• Reads text more than once										
• Identifies content of different categories										
• Presents text in variety of ways										
Journals Date:										
• Finds topics easily										
• Responds to questions										
• Writes personal information										
• Length of entries appropriate										
• Rereads writing—continues flow										
• Shares journal with others										
Spelling Date:										
• Spelling stage										
• Uses a variety of spelling strategies										

Comments:

Word Wheels

In the center of a cardboard wheel, write a word which is overused in children's writing ("pretty," "said," "ate," "went," etc.) Ask students to fill the spokes of the wheel with alternate ways of saying the word. Important . . . keep the wheels in sight as helpers for writers-in-need-of-ideas. Post them on a wall or tack them flat on the ceiling and you'll have a permanent thesaurus-at-a-glance all year long.



If You're Trying To Teach Kids How To Write, You've Gotta Have This Book!.
Frank, Marge. Incentive Publications. Nashville, Tennessee.

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A Writing Interview

Name ______________________ Grade __________ Date __________

1. How often do you write?

2. What do you write in your school?

3. Do you ever do any writing other than your school assignments? ______yes ______no.
   If yes, explain.

4. When you are writing, what kind of problems do you have?

   What do you do about them?

5. Do you ever make changes in your writing? ______yes ______no.
   If yes, what do you change and why?

6. Number these to indicate their order of importance.

   ______handwriting ______organization ______spelling ______ideas ______punctuation ______grammar

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7. Who is the best writer you know?

What helps him/her to be a good writer?

8. What has helped you the most to become a writer?

What has helped you the least?

9. Do you like to write? ________yes ________no.
Why?

10. Are you a good writer? ________yes ________no.
Why?

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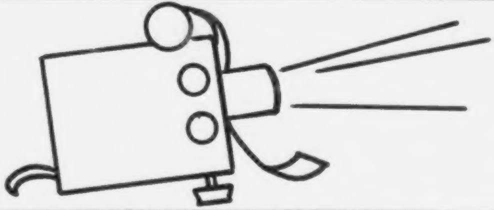
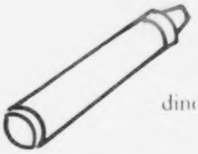
Dinosaurs

by____



Look at one or more of the filmstrips about dinosaurs. Do a filmstrip review sheet on one.

Make a dinosaur shape book. Write different stories about dinosaurs on the computer. Insert your stories into your shape book. Don't forget to illustrate it!!!

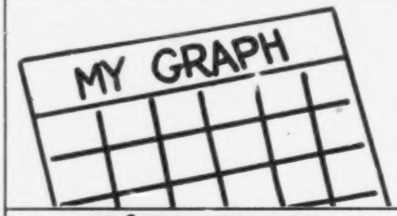


Read *professor wormbog* by Mercer Mayer or any other dinosaur book you like. Do a book report.

Oral Report

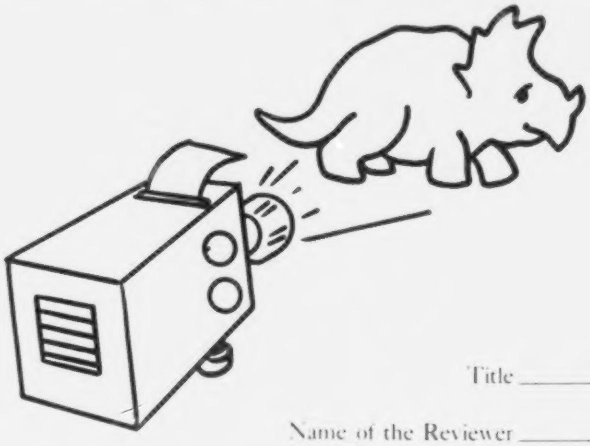
My dinosaur is ______________________________

Find information about your favorite dinosaur. Where did it live? How long was it? How much did it weigh? Make a clay model.



Use the dinosaur can. Sort the dinosaurs in the can by your own grouping: size, color, weight, habitat, etc. Graph your findings.

Create a diorama. Make your own dinosaur scene or use the patterns provided. Use moss, leaves, trees, mountains, clouds, etc. to show where the dinosaur lived.



Filmstrip Review

Title ___

Name of the Reviewer ___

Name 2 Things You Learned From the Filmstrip ___

Draw (or Write a Story About) Something You Saw in the Filmstrip.

Research

FOR THE RECORD

*Largest Dinosaur*______________________

*Smallest Dinosaur*______________________

*Fiercest Dinosaur*______________________

*Brain Size*______________________

*Shortest Lived*______________________

*Longest Lived*______________________

*Most Unusual*______________________

*Most Recent*______________________

*First Dinosaur Fossil Found*______________________

____

____

____

Add some of your own

____

____

____

What Works in Your Classroom?

This is a dynamic document. Your ideas and comments are important to us, and we want to share your successes with other teachers in future additions to this guide. Please let us know what you liked, what worked and what you would change. If you sign your name we will give you credit for ideas, but if you wish you may remain anonymous. When you complete the form just fold, staple, stamp and drop it in the mail. Thank you for taking time from your busy schedule to share with us.

Texas Education Agency
Special Programs Planning and Implementation

fold

fold

stamp

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Special Programs Planning and Implementation
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Austin, Texas 78701-1494

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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